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Now and Then



IN THIS ISSUE



FACE-LIFTING seems to be the order of the day. The *Journal* has undergone some revisions in format. We think the changes will make the magazine more readable and more interesting.

We hope you agree.

With the exception of our regular features, we are devoting this issue of the *Journal* entirely to reports, speeches, and analyses concerned with the American Association of Junior Colleges convention which was held in Dallas, Texas, March 24-28.

IN FUTURE ISSUES



WOULD YOU want your daughter to go to a junior college? Do you believe in education for women? These two interesting questions will be answered in the October issue of the *Journal* in stimulating articles by Ordway Tead and Val H. Wilson.

Remaining convention reports will also appear in the October *Journal*, in addition to several features you will want to read.

DATES TO REMEMBER



October 15-17—Council of North Central Junior Colleges, Kellogg Center, Michigan State College campus, East Lansing, Michigan.

October 28-30—California State Junior College Association Meeting, Yosemite Park, California.

BERT KRUGER SMITH

JUNIOR COLLEGE JOURNAL

VOLUME XXIV

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NUMBER 1

Religious Education and the Junior Colleges

JAMES W. REYNOLDS

THE AMERICAN Association of Junior Colleges is considering a proposal to cooperate in the conducting of a national conference to consider the problems associated with religious education in junior colleges. While the proposal is currently in the "talking" stage, such a conference, if it should become reality, could be of tremendous significance in increasing the services which junior colleges provide.

Programs of many educational associations in the past few years have devoted increasing attention to the topic, moral and spiritual values. Time has been spent on such discussions at the annual meeting of the American Association of Junior Colleges. At the same time, several publications, varying in quality all the way from the very valuable to the trite, have been distributed to educators. This activity in discussion sessions and in publications is convincing evidence that the topic is of serious concern to leaders in education.

There is often a wide gap, however, between topics discussed and action re-

sulting. There seems little evidence to justify the statement that individual schools and colleges are translating the many ideas expressed into actual curriculum changes. To the extent that this lack of action is true, the concern for the moral and spiritual values which educational leaders manifest is productive of little more than words.

While it is recognized that the development of values depends on broader educational experiences than those received in a college course or two (character-building needs more than a course on character), at the same time the number of junior colleges offering courses in a given field of values should provide a crude measure of the active concern of junior colleges for teaching the values in this field. With this in mind, the writer has made a somewhat superficial survey of the number of junior colleges which list in *American Junior Colleges*¹ the inclusion of



¹ Jesse P. Bogue (Editor), *American Junior Colleges*, Washington: American Council on Education, 1952.

courses in religion in their educational program.

Church-related junior colleges, as would be expected, lead all the other types in the frequency of offering courses in religion. Eighty-one such institutions were included in the survey, and all offered such courses. The programs of seventy independent junior colleges other than those which are church-related were examined to discover the incidence of courses in religion. It was found that 33 of these institutions, or 47 per cent, offered such courses. Finally, 51 of 293 public junior colleges, or 17 per cent offered courses in religion. Thus, 165 of 444 junior colleges, or 37 per cent include courses in religion in their courses of study.

The significance of this report on the status of courses in religion in junior colleges is noteworthy. With almost four out of every ten of these institutions offering such courses, there is a strong presumption that junior college leaders, in the main, recognize the importance of this field. The only type of junior colleges in which the percentage of schools offering such courses is small is the public junior college. In this in-

stance, the uncertainties stemming from the legal questions of public institutions' offering courses in religion have undoubtedly acted as a strong deterrent to junior colleges which might be willing to offer such courses.

Preliminary plans for the national conference to consider problems associated with religion in junior colleges provide for discussion of such topics as: (1) types of learning situations in both the class and extra-class program, (2) implications for the program of student personnel, (3) implications for the teaching and administrative personnel, (4) public relations, and (5) clarification of the issues of legal restrictions. It is hoped that if such a conference materializes, the results will eventually be translated into an action program.

It probably will be necessary for some data to be gathered in advance of the national conference, should one be held. This data will be sought through the medium of that much abused research instrument, the questionnaire. It is hoped that in the light of the facts presented in this editorial junior college staff members will cooperate in providing the needed information.

Student Personnel Committee, American Association of Junior Colleges: "Service Station Project"

A. M. MEYER

THE SERVICE Station Project, intended to make available an interchange of ideas and information concerning student personnel procedures among member colleges, working through regional committees and the national committee, serves as a major undertaking of the Student Personnel Committee of the American Association of Junior Colleges. This new project assembles, for re-distribution to member colleges, packets of student personnel materials which are now in use in the colleges. The regions set up for this project throughout the nation are identical with the major accrediting associations now extant. Regional chairmen are drawn from the personnel of the national Student Personnel Committee. Regional committees are named by the regional presidents of the junior college organizations, e.g., the Southern Regional Committee is named by the president of the Southern Association of Junior Colleges and covers the eleven southern states which fall under the jurisdiction of the Southern Association of Colleges and Secondary Schools. This same arrangement applies in the other regions of the nation.

During the past year, the organizational work of these regional committees has been underway. Some regions

are fully organized and are ready to serve the member colleges through the regional chairmen. Each college personnel director is asked to make up *two* packets, each containing samples of every piece of material connected with student personnel work. Material should include pre-orientation and orientation material, testing program, all forms used in the cumulative record—academic, social, vocational, etc.—view-books, student handbooks, catalogs, promotional material, college newspaper—in short, all material which might be suggestive or helpful to a colleague. The personnel director is also asked to write a brief statement on any special procedures or devices which are original or especially successful in the director's own college, signing his full name, title, name of his college, and address. These packets are to be mailed to the chairmen of his regional committee, who will sort the packets on basis of size of college, kind of college, i.e., public or private, residential or non-residential, location by state and region. The packets will then be mailed to colleges requesting them, transportation collect.

Naturally, the success of this project will depend upon the promptness and completeness of the responses from member colleges.

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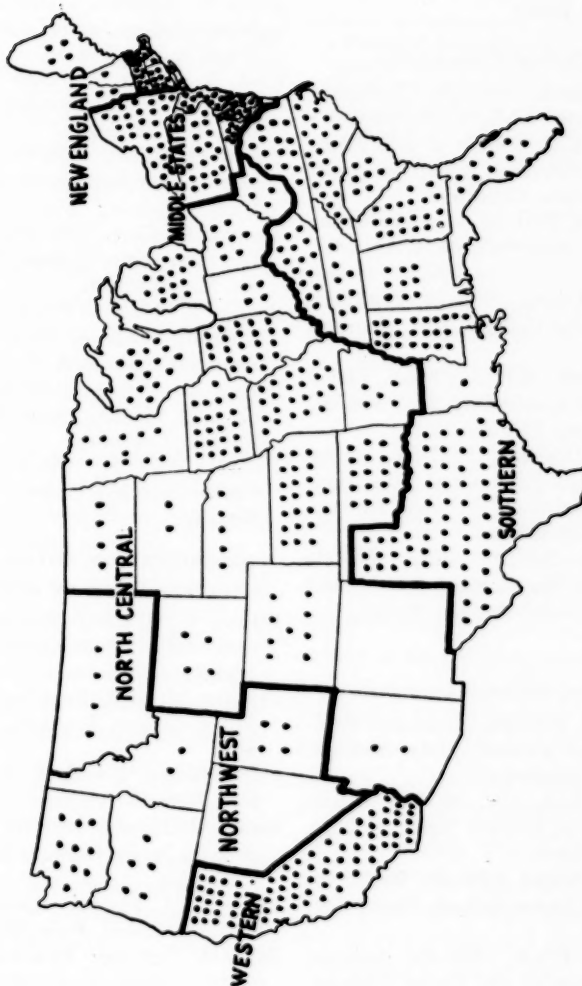
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Convention Analysis and Critique

FRANCIS H. HORN

ONE OF THE the most gratifying things that has happened to me has been the request, indeed, the insistence of your officers, that I participate in this annual convention in the same capacity as I did at the meeting last summer in Boston. Discretion should have made me decline the invitation. But to an old junior college hand like myself, the opportunity to meet with this congenial group, to see old friends and make new ones, and perhaps to contribute something to your thinking regarding the place and importance of the junior college in American higher education made me happy to come to Dallas for this thirty-third convention of the Association.

It has been an excellent meeting, what with Texas hospitality and the stimulating addresses and discussions, and all those concerned with planning for it deserve our warm appreciation. They are to be congratulated especially for having brought members of the Texas Junior College Teachers Association into the sessions. There is too little contact in educational meetings between administrators and teachers. Conventions like this one, even though the teachers are from a limited geographical area, can do much to bridge the unfortunate gap that all too often exists, at least above the institutional level, between those who teach in our colleges and those who are responsible for their administration. This new

FRANCIS H. HORN, President of Pratt Institute, Brooklyn, New York, has for several years written a convention analysis and critique. The one printed here is a report of the American Association of Junior Colleges convention held in Dallas, Texas, March 24-28.

practice is one which I know the Association will wish to continue. And particularly deserving of your attention is Dr. Bogue's proposal that provision be made for representation of the faculty in the Association.

Last year I indicated that I would handle the assignment of conference summarizer by means of a selective reporting of the discussion groups' conclusions, with appropriate interpretative or critical comment. I shall use this method again.

One of the recorders wrote, "It was a grand discussion which rambled encyclopedically." I suspect this might have been said of many of the groups. In such a situation it is often difficult for the recorder to indicate the precise nature of what was concluded, let alone what was said. I may therefore fail to report accurately what was considered by a group, or I may make an observation I would not have made had I been present for all of the group's deliberations. If this happens, I ask your indulgence.

I recognize also that there was too little time to treat some topics compre-

hensively. This time factor rather than the disposition of the group, therefore, may have been responsible for what I consider to be inadequacies in the handling of some topics.

Those of you who were in Boston may recall that I concluded my analysis as follows: "I regret that this convention did not consider what I believe to be the major problem facing higher education today—the attacks upon academic freedom and on the loyalty and integrity of the men and women who staff our colleges and universities . . . if the present tendencies are not reversed, if we in the colleges and universities do not stand fast, not only for our right to teach as we see the truth but for the right of all Americans to those freedoms of thought and of speech, of the press, and of assembly and petition which are guaranteed in our Constitution, we in America shall lose our freedom."

The events of the last nine months have assuredly served to underline the seriousness of this problem. The Congressional investigations of alleged subversives in colleges and universities, and the recent threat to extend the probes to the church and its ministers, have focused attention upon the danger to our traditional freedoms as no earlier threats—not the rash of loyalty oaths, the short-lived gag rule at Ohio State, or the proscription of textbooks—had done. It is particularly appropriate, therefore, that this year's AAJC convention should have had as its theme, "Junior Colleges—Their Free-

dom, Integrity, and Democracy," and that on the cover of the convention program there should be carried Pestalozzi's profound dictum: "Thunder aloud the everlasting verity, that liberty for all means guarding the rights of all."

We have had some stirring statements in support of the freedom of the colleges and of the freedom of the mind, of which academic freedom is the foundation. Not only was the keynote address by Dr. Eurich devoted to this subject, but the dinner address by Reverend Kerr as well. In addition, Dr. Jackson in his address of welcome, Dr. Peterson in his presidential address, and Dr. Bogue in his annual report stressed the seriousness of the current hysteria and the attacks upon colleges and universities.

In view of this recognition of the problem, therefore, I find it somewhat disturbing that the group charged with discussing "How can academic freedom be justified and maintained?" drew only a baker's dozen participants. This small number seems to me a manifestation of a general apathy toward the threat to academic freedom that I find still characteristic of many of my academic colleagues. In spite of all the excitement about it, too few college teachers and administrators are sufficiently aroused to the danger. This may be especially true in the junior colleges, which, so far as I know, have not been specifically under fire. Two months ago, Congressman Velde stated that he had a dozen of his investigators

at work in twenty-five institutions. Obviously institutions like Harvard, Columbia, Chicago, and M.I.T. are the first targets of these investigations. But I would suggest that in this case the bell tolls for the junior college too, and you should be as concerned about the preservation of academic freedom as the president and faculty of Harvard or Chicago.

There is, of course, another explanation for the failure of a discussion group on academic freedom to draw large numbers of participants in a meeting like this one. It is that college teachers and administrators, being only human, are attracted to a consideration of the problems that immediately confront them. Thus, infringements on academic freedom seem not so pressing as ways to teach one's classes better, or to get better teachers, if one is an administrator, or to do the job of counseling one's students more effectively, or again if one is an administrator, to establish a better guidance program. It is only natural, therefore, that the discussion groups on student personnel and the preparation of teachers should have attracted the greatest interest. I shall consider the various discussion groups not in terms of their popularity, however, but in the order of their listing in the program. This places problems of administration first.

ADMINISTRATION

The group considering "How can academic freedom be justified and maintained?" began its deliberations

by defining academic freedom as "the freedom to make inquiry into any ideas, concepts, philosophies, or ideologies." It went on to indicate that academic freedom does not extend to the right of "anyone in academic circles to advocate the overthrow of the government by force." It is an admirable trait of the academic mind to want to define its terms. Yet I submit that in an area of such controversy, it is almost impossible to define one's terms in the brief time allotted to this particular discussion. The definition, I'm afraid, is inadequate. It makes no specific reference to teaching, to the limitations on the teacher's right to speak outside his field of competency, and to what the statement of the American Association of University Professors calls "duties correlative with rights." Because the latest (1940) AAUP statement of the principles of academic freedom has been forged out on the anvil of professional discussion for a period of more than twenty-five years, I believe any brief consideration of academic freedom should accept the statement as a starting point. In fact, much of the confusion over what academic freedom is and what it is not could be cleared up if both its defenders and its detractors fully understood academic freedom in terms of this statement. I should like to quote it, or rather most of it — with the suggestion that the statement be officially adopted by the American Association of Junior Colleges as it has been by the Association of American Colleges, the American

Association of Colleges for Teacher Education, the Association for Higher Education, and other educational organizations.

Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher* or the institution as a whole. The common good depends upon the free search for truth and its free exposition.

Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. It carries with it duties correlative with rights...

(a) The teacher is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of his other academic duties...

(b) The teacher is entitled to freedom in the classroom in discussing his subject, but he should be careful not to introduce into his teaching controversial matter which has no relation to his subject...

(c) The college or university teacher is a citizen, a member of a learned profession, and an officer of an educational institution. When he speaks or writes as a citizen, he should be free from institutional censorship or discipline, but his special position in the community imposes special obligations. As a man of learning and an educational officer, he

should remember that the public may judge his profession and his institution by his utterances. Hence, he should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that he is not an institutional spokesman.

It will be noted that this statement justifies academic freedom in terms of the common good. Group 1-A pointed out in this connection that freedom implies choice and that real choice is not possible unless "one has access to [the results of] free and unhampered investigation." Academic freedom is upheld also because it is inseparable from other freedoms enjoyed under the Constitution. Limitations upon academic freedom are rightly held to jeopardize these other Constitutional guarantees.

Three suggestions were made for maintaining academic freedom. First, the public should be kept informed concerning what the schools and colleges are doing and about possible infringements of academic freedom. The assistance and support of the public should then be enlisted to combat such threatened infringements. It should be pointed out that every college has a number of "publics." In addition to the public at large, and the specific local community in which it is located, each college has its alumni group, its student body, and the students' parents, all of whom need to be kept thoroughly informed about higher education in general and the institution in particular, and whose help should be obtained in preserving the traditional

* The word "teacher" as used in this document is understood to include the investigator who is attached to an academic institution without teaching duties.

freedom of colleges and universities. In addition, other friends of higher education must not be neglected. The churches, some segments of the press, various civic organizations like the League of Women Voters, labor, and some staunch supporters among business and industry—these and others who can render assistance must be enlisted in the fight. Even the American Legion must not be overlooked, although some segments of the organization are vehement in their attacks upon higher education. But the Michigan Department of the Legion endorsed a strong statement upholding the freedom of the schools in regard to textbook selection, and the Oregon Legion recently contributed substantially to the defeat of a proposed loyalty oath for teachers. I would suggest, moreover, greater cooperation and coordination of effort among educational agencies, particularly in higher education, in telling the story of education, of its contributions to the national welfare, positively, consistently, and effectively; in combating the unjustified attacks upon colleges and universities; and in preserving our traditional heritage of freedom.

The second suggestion of Group 1-A for maintaining academic freedom concerns efforts, possibly through appropriate legislation such as is now before Congress, to protect the rights and integrity of any individual under suspicion or investigation. It has been evident that in some Congressional investigations, the methods of handling wit-

nesses have violated the Constitutional rights they would enjoy before a court of law. Procedures must be established—and applied in investigations conducted by educational authorities within an institution as well as by outside agencies such as Congressional committees—which will protect these rights. Particularly, an individual must be presumed to be innocent until proved guilty.

Third, it is suggested that the duly constituted authorities of each institution be charged “with the examination of any question concerning any member of that school’s staff.” I do not know if this statement implies that Congress has no *right* to investigate teachers or educational institutions. It must be admitted that Congress does have a *legal* right so to investigate. But colleges and universities and their lay friends everywhere should assert that it is not wise for Congress to exercise its authority in these areas of freedom of expression and of thought. The continued extension of these investigations will lead only to the serious impairment of intellectual freedom and to a dangerous control of educational institutions by the Federal Government. The policing of colleges and universities should be left to the authorities—the board of trustees, the administration, and the faculty—charged with responsibility for our higher institutions.

Group 1-A approved a resolution instructing the officers of the AAJC “to give assistance to any member of this Association in any situation when aca-

democratic freedom is threatened." I would suggest that in specific cases the AAJC would do well to work not alone but in cooperation with other organizations in higher education, especially the American Association of University Professors, which over the years has played the leading role in defending both teachers and administrators in cases involving infringements of academic freedom. I would further suggest that the officers of this Association establish a special committee on academic freedom, which not only would handle cases in junior colleges involving academic freedom, but which would also draw plans and assist institutions in a sound public relations program designed especially to forestall attacks on colleges and to build public confidence in them and in those who teach in them.

Group 1-A concluded that the junior colleges will continue to uphold the ideal of academic freedom "with courage and conviction." It is especially important that more than lip-service be paid to this ideal; in the present parlous state of affairs, strong positive action is needed if the colleges are really to remain free.

Group 1-B was concerned with democratic procedures and relationships that are "possible" between trustees, administration, and faculty. The topic implied, I assume, a consideration of procedures and relationships which are *desirable* and which junior colleges should encourage and develop.

It was apparent from the discussion that in many junior colleges there is a

disposition to group together the trustees and the administration—the president and deans—as opposed to the faculty. It was acknowledged, however, that efforts must be made to overcome this opposition, to recognize that the determination of objectives and major policies is a shared responsibility, and to strive for genuinely democratic practices.

Recent attacks upon alleged subversive influences in the colleges have made agreement on this issue more difficult. Such attacks seem to have made trustees and presidents assume a greater share in the choice of subject matter in the curriculum and of teaching materials and procedures. The question was raised, in fact, concerning whether democratic administration extends to the faculty's sharing with the administration and trustees decisions concerning the content and character of classroom instruction. Actually, the current attacks should provide an unusual opportunity to establish a closer rapprochement between the administration, including the trustees, and the faculty than ever before.

The position of the president in the proper scheme of things was considered. The common practice, it appears, is for the trustees to delegate authority to the president, to rely upon his personal qualities of leadership to carry the institution forward, and to dismiss him if he fails to discharge this heavy administrative load successfully. In some institutions the administration asks for faculty opinion but reserves to

itself the privilege of making the decisions; in other colleges, the administration leaves certain decisions wholly to the faculty. There probably is no single formula for democratic administration that will apply equally well to all junior colleges. Surely the conditions vary with such things as institutional size, type of control, nature of the student body, etc.

Group 5-B, which also concerned itself with the same problem, stressed the fact that the faculty should be involved in the formulation of educational policies, especially those which affected their classroom duties, and that they should give "advice, opinions and information concerning staff changes." It indicated, however, that faculty committees should not assume administrative functions more properly belonging to the president and deans. The danger in democratic administration in engendering factional disputes, with their unfortunate results both within and without the institution, was pointed out by both groups.

Group 1-B also dealt with such aspects of this problem as the role of faculty organizations, the scheduling and nature of faculty meetings, the determination of faculty salaries or salary schedules, faculty representation at board meetings, and faculty participation in planning for new buildings, in-service training programs, etc. With the great diversity among junior colleges, one of the strengths of the junior college movement as it is of American higher education as a whole, no single

set of answers can be made to such problems.

One gains the impression that Group 1-B failed to grasp the total meaning of democracy in action in the operation of junior colleges; Group 4-B came closer to it. It was reported that in the former group adequate emphasis was not given to the fact that trustees, administration, and faculty must feel a strong personal stake in the college and its work, and a sense of sharing the responsibility for its policies and operation, or a scheme of democratic procedures, however sound and logical, would not work. I would go further and state that I found no evidence in the report that the group sensed the significance of an even broader concept than what has usually been designated as democracy in administration. What junior colleges, indeed all institutions of higher education, need to strive for is the creation of a real academic community. This involves much more than the relationships between trustees, administration, and faculty. It involves the non-academic staff, the alumni, and above all, the students. And for most, if not all, junior colleges it involves the geographical community in which the institution is located. Group 1-B made no comment concerning these groups. Group 4-B, however, did affirm that students should become involved in institutional policy formulation and should acquire a clear understanding of institutional objectives. I would urge all junior college administrators and faculties to consider how

they can develop in their institutions academic communities in the broadest and truest sense of the word.

Group 1-C had assigned to it the topic, "How may the persisting trends in junior and community colleges be identified?" Though specifically phrased, the topic is one that invites very broad treatment, and the group appears to have treated it broadly. It was agreed that continuous surveys of community educational needs should be made, and, by implication, the curriculum adapted to meet what are assumed to be changing needs. Beyond that, however, the group concerned itself with trends and problems rather than with means of identifying them.

The group indicated, for example, that although there was local pressure in some areas for the junior college to become a senior college, "there is no significant desire or trend" to do so. Yet the 1952 edition of *American Junior Colleges* dropped thirty-one institutions which were listed in the 1948 edition but which had become senior colleges. In addition, a number of institutions—three in Connecticut alone—became senior colleges, but continued to be listed because they maintained their lower divisions as junior colleges. Though the tendency is most marked in the privately controlled junior colleges, it is not confined to such institutions. In Arkansas, Georgia, Louisiana, New Mexico, North Dakota, and Utah, state junior colleges became four-year institutions between 1948 and 1952. The Strayer report on

higher education in California inveighed against the pressure of junior colleges there to become four-year institutions. "Once open the doors," it said, "and it is difficult to see any end until every junior college in the state becomes a four-year institution." California junior college administrators say this just isn't so, but in spite of the fact that Strayer made proposals to try to lock the door on such ambitions, in the 1951 legislature, fifteen bills were introduced to make specific junior colleges into senior colleges. This is not the time to argue the point; I have done so in an article entitled "The Future of the Junior College."* I would stress the fact, however, that by 1968-69, we shall probably have a total enrollment in American higher education of more than four million students, three-fourths of them full time. For every student we have to educate now, we shall have two to educate then. This increased enrollment added to the typically American social and economic pressures, not only for more education but also for more or higher degrees, will, I predict, result in many a two-year junior college's expanding upward to become a four-year college. I see this as a "persisting trend." I suggest that the Association might well instigate a comprehensive research study to determine the extent of the trend in the past and its possible development in the future.

* Published in the May, 1953, issue of the *Educational Forum*.

In this connection I should like to comment rather vigorously on the conclusion reported by another group. The group believes, this recorder stated, "that in the interests of the junior college movement, the junior colleges should withstand the temptation to become four-year institutions in spite of group pressures and remain on a firmer even if lower educational footing." This is an astounding statement, it seems to me, for a type of institution that has always prided itself upon serving the needs of our young people. The junior college likes to call itself "the peoples' college"—although there are in this Association junior colleges in which tuition and fees reach \$2,500 a year. On the whole, however, the designation is justified because junior colleges do serve the people. Has the time come, however, when it is more important to preserve a particular organizational pattern than to serve the educational needs of the community? The question is not what kind of institution, but how can the educational needs of our young people and adults be served most effectively? If the community *needs* a four-year institution instead of a two-year one, because the demand for educational opportunities is not being met by other institutions in the area—and the term *need* implies adequate means of support to do a quality job of education—as it did in Bridgeport, or Detroit, or Houston, then it seems to me both logical and inevitable that the step of expansion be taken. To oppose such a development on the

basis that it is not in the best interests of the junior college movement seems a repudiation of the rather high principles which led to the development and remarkable growth of the junior college.

While I am on this point, moreover, I should like to criticize what seems to be very confused thinking on the part of some of the spokesmen for the junior college. The confusion is caused primarily by the great diversity that exists among junior colleges. Ordinarily, when they speak of "the junior college," they are thinking of it in its guise of community institution, generally publicly controlled, with little or no tuition, forgetting that some junior colleges, many well known ones such as Stephens, for example, are in no way community institutions as the term is ordinarily understood. On the other hand, when junior college people speak of four-year institutions, they invariably type them as Harvard or Vassar, Oberlin or Mills. They fail to recognize that institutions like Cincinnati or C.C.N.Y., like Tulane or Denver, are in truth community colleges serving many if not all of the multifarious needs of the community. They forget that universities go far afield from the traditional liberal arts curriculum in their programs to meet such needs. If Arlington State College has an A.A. course in baking, the University of Chicago offers a Ph.D. in restaurant management; if Trinidad Junior College has a course for gunsmiths, Bradley University has one in watchmaking. Junior

college spokesmen stressing its adult education program forget the ninety university evening colleges with an enrollment of a quarter of a million students; they overlook the varied extension programs of the state universities; they often do not know, for example, that among N.Y.U.'s 60,000 students, some 8,000 are enrolled in a misnamed Division of General Education offering courses in everything from accounting to X-ray technology without an hour of academic credit. The job of serving the community in the United States is too big a job for any one type of institution, two-year, four-year, or seven-year, to monopolize. And many a senior institution has climbed down from the ivory tower into the market place; some began there and have never gotten away from it. Let us, therefore, not look upon a junior college that becomes a senior college as a renegade that has sold its birthright of service to the community for a mess of pseudo-respectable potage. There will always be junior colleges—although perhaps not so many percentagewise in higher education as there now are—and they will have a respected place in our educational scheme and an important role to fulfill. In the transformation of some of them to the status of senior colleges, the really significant concern is the preservation of the vital philosophy of the junior college, its fresh spirit, and its wholesome flexibility.

After this long and warm "critique," let me now return to the summary.

Although Groups 2-B and 2-C were listed under the general heading of "Curriculum and Adult Education," the discussion turned more on administrative aspects of the topics than on their curricular aspects. Group 2-B was asked to consider "How democratic participation is secured through lay advisory groups," and 2-C, "How a junior college works with different groups in building a long-term program." Since the latter group also gave considerable attention to advisory groups, I shall consider the conclusions together.

The use of lay groups is considered to be in itself democratic participation. Advantages accruing to the colleges from such use include the following: (1) the lay group promotes understanding and moral support for the specific program and, by association, for the entire college and its program; (2) it serves as a defense against attack by irresponsible critics; (3) it usually provides additional financial support and scholarships as well as technical equipment; (4) it increases the placement opportunities for graduates; (5) it uncovers new areas for curriculum development; (6) it serves as a morale and professional stimulant for the faculty; (7) it recognizes the economic and cultural needs of the community and focuses attention on meeting these needs through the junior college; and (8) it evaluates the program in practice and keeps instruction practical in terms of objectives.

Lay groups are most effective, it is held, when they are functioning for

a specific purpose. To avoid conflict between the board of trustees and the advisory committee, functions and objectives of the committees must be carefully spelled out. Junior colleges could profitably extend the use of lay groups to academic fields; at present they are confined largely to vocational areas. Their size in junior colleges varies from committees of four to almost forty, but ten to twelve members seems to be a recommended number. Special care needs to be taken in the selection of the personnel and of the chairman. Junior colleges would profit greatly if more information were written and published on the use of these advisory committees.

Junior colleges can, of course, work with various community groups on other bases than formally organized advisory committees. These groups can be particularly useful in connection with community surveys, especially in expediting their completion. In general, the more cooperation of this nature the better, but there are some elements of hazard. Special interest groups may try to influence the college program for their particular benefit. College officials must be alert to preserve the independence of the institution and the ultimate control over its program. In addition to working with the usual groups of service clubs, business and professional men and women, and the chamber of commerce, colleges should work with labor groups, which are usually overlooked. Their approval of related-training classes in

connection with apprenticeship programs is, of course, essential. Group 2-C recommended a research project concerning the techniques and mechanics of stimulating the interest of community groups in junior college problems, in working with such groups, and in utilizing their contributions in the junior college program.

Practically the only mention of finance in this year's discussions, to judge by the recorders' reports, was the indication that the chamber of commerce could help with college finance. I need scarcely remind you that financing the junior college, both public and private, remains one of its major problems. The public institution faces a special problem. As enrollments continue to mount in the elementary and secondary schools, creating greater and greater financial pressures in providing for these schools, adequate financial support of the public junior college will become increasingly difficult, just at the time when it, too, must expand to prepare for the influx of new students. Careful financial studies, based upon expected enrollment increases, with estimates of the need for more physical plant, more supplies and equipment, and more teachers, should be undertaken at once by each junior college and kept continuously up to date in the light of the latest and most reliable data available

CURRICULUM

Although Group 2-A had a very lively and stimulating discussion, it is

difficult to determine from the report that the group ever came to grips with the topic assigned, "How moral and spiritual values are developed through dynamic citizenship." It was agreed that junior colleges need to do more to stress moral and spiritual values throughout the school program, and that some way of developing these values should be made a part of every student's education. But the oldest of educational questions, "Can virtue be taught?" remained unanswered. Moral and spiritual values, it was held, "are developed through living-learning experiences and are inherent in all human relationships."

Rather uncertainly then, it was assumed that these values would be developed through "dynamic citizenship," a term that the group apparently failed to define. It did insist that dynamic citizenship would come only through opportunities to practice it. These opportunities were thought of largely in terms of student councils, and considerable attention was paid to ways of making student government function most effectively. It was recognized that other student organizations contributed to the development of good citizenship and that "religious groups find it fairly easy to do much along moral and spiritual lines," possibly an overstatement of the effectiveness of such groups. Other than the consideration of working through organizations such as the Knox and the Newman Clubs, however, there seemed to be little thought given to

the place of religion in the junior college, certainly none to its inclusion in the course of study. It is recognized that such consideration was not implied in the topic assigned, but it was no farther afield than other aspects of the discussion.

Although most of the group accepted the statement on moral and spiritual values of the NEA's Educational Policies Commission, the discussion apparently centered around the indirect and informal development of moral and spiritual values rather than on their direct inculcation. Several worthwhile projects, which had contributed to the development of good citizenship, leadership qualities, or intergroup understanding among students in certain California junior colleges, were mentioned. Especially noteworthy was the program at East Los Angeles Junior College of recognizing the "twenty-one year olds," those about to become voters. There was little mention of other ways in which citizenship in its legal connotation was stressed. Junior colleges would do well to investigate such programs as that of Ohio Wesleyan's Institute of Practical Politics. Practical politics need not be, though it often is, a contravention of good morals. One of our greatest needs in this nation is a higher standard of public morality; the junior colleges through their citizenship programs should strive to help meet this need. Serious consideration was apparently not given by the group to the potentiality for student development through

students' participating in a real academic community such as I have mentioned.

In the end, Group 2-A tended to find the answer both to dynamic citizenship and to the development of moral and spiritual values in the "positive leadership of the faculty." "Give me the men and you can have the program" is an approximation of this point of view. It is recognized that the teacher of literature or mathematics can contribute much to such development, as can a club sponsor, or the institution's president. But the group seemed to beg the issue of a more direct attack upon the development of these desirable educational goals and the place of religion in such a program. This topic might well be tackled another year. The state of public and private morality in this country makes it a critical issue.

LEGISLATION

Only a brief report concerning the deliberations of the Legislation Committee will be made. Resolutions concerning Public Law 550 (the Korean Veterans Bill), which as currently interpreted works a decided hardship on many junior colleges; the ROTC program, which also discriminates against junior colleges; and the position of the U.S. Office of Education in reference to the coordination of federal education policies and programs have been submitted to the Board of Directors for appropriate action. The draft deferment status of junior college students

is at present generally satisfactory. The position of the Association regarding universal military training remains unchanged. The extension of Social Security benefits to employees of publicly supported junior colleges was discussed, but because of the conflicting views in various states as to the desirability of such coverage, no recommendation or resolution was drafted. The group indicated the desirability of the Association's disseminating up-to-date information relative to legislative matters affecting junior colleges.

STUDENT PERSONNEL

Student personnel attracted one of the largest discussion groups. It is apparent that many junior colleges, like their senior counterparts, are groping for a really effective personnel program. A demonstration of counseling techniques, involving a freshman engineering student failing in his studies six weeks after college opened, was used to illustrate sound procedures in identifying the student's problem and suggesting an appropriate solution.

A panel of four experts dealt with the topic, "Assisting students to discover goals that are most desirable." Goals were defined as "projections of the value structure of our society." It was agreed that evaluation of desirability must be in terms of "accepted moral, ethical, economic, and political standards," and that students can be helped to discover desirable goals through (a) the college's general education program, and (b) a good coun-

seling program. Good counseling is more than "conversation;" it is a "dynamic and personal relationship between two people with emphasis on self-solution of his problem by the student." Tests and measurements are now used in counseling, not as final answers to all problems, but rather as an aid on a "modest assistance" basis. A minimum testing program for counseling in junior colleges should include a good psychological test (quantitative and linguistic), a reading test, and a vocational interest inventory. It was pointed out that the term "guidance" is used to designate a more general field, including in addition to counseling and related activities, the collection and systematizing of information about students.

The major goal of any junior college student is maturity—physical, mental, and spiritual. It is developed both within and without the classroom, but the key to the development of desirable goals by junior college students is with the classroom teacher. The group held that it is primarily in the classroom that those desirable qualities which carry over to all areas of life's activities are developed.

Group 4-B, concerned with problems of individual counseling in community colleges, gave more specific attention to the role of teacher as counselor. Efforts should be made, this group agreed, to have all teachers be "good counselors, within limits." To this end, appropriate in-service training of teacher-counselors, including

guidance on making proper referrals, should be provided. Although not so stated, it would follow that pre-service training in counseling would be desirable for all college teachers. I point out that while it is generally recognized that all teachers in reality do some counseling, so that they consequently need some instruction in this area, it is not agreed in all quarters that every teacher should be assigned students as counselees, as is implied by Group 4-B's statement that the teacher-counselor should have each counselee in at least one course, if possible. No discussion apparently was given to the place of the full-time counselor (who should try to teach at least one course) or to the relative division of responsibility in the total program. Further study of this problem seems indicated for another year.

Considerable attention was given to a discussion of counseling the evening student. Experience demonstrates that evening students need and seek counseling services. Group counseling of such students by lectures has proved successful, as has job counseling and placement service, which seem to open up paths for counseling on home and family affairs. Evening students can be referred for job counseling to community professional committees or advisory councils. Careful follow-up should be given to referrals to evaluate the results of such counseling. Such community services can be used also for the counseling of veterans. There is again a growing need for such services.

Psychiatric clinics are especially needed; they can be joint community-college projects.

Group 4-C concerned itself with counseling problems in residential junior colleges, for which outside or community resources are less likely to be available to serve the needs of the institution. The women's colleges especially find counseling about careers important.

Good testing is necessary in such vocational counseling, but testing alone cannot provide all the help needed. Since a good deal of changing of objectives occurs, careful and thorough counseling on transfer possibilities and opportunities is essential. Residential colleges also have their problems in their personal and social counseling of students. Conflicts between the individual and the group require careful treatment. Finally, what the group termed "spiritual counseling" is recognized as a special but important problem. A superficial judgment based upon the reading of the recorders' reports in this area, and of the brief visits I made to the groups, suggests that counseling programs in junior colleges need considerably more study before many of them are functioning at maximum effectiveness.

THE TEACHER

I now turn to the group concerned with problems of the junior college teacher. This had the largest attendance of any of the groups, due undoubtedly to the presence of numbers

of Texas junior college teachers eager for help in doing a better job. The group first considered the perennial favorite, "What are the outstanding characteristics of an excellent junior college teacher?" The assumption was made that the junior college is a unique institution, differing in its objectives and program from both the high schools and the higher collegiate institutions, yet with some purposes common to all levels of education. To characterize the good junior college teacher, the group agreed that, first, the unique characteristics of the junior college have to be identified. But apparently it did not have time to do this. It recognized, furthermore, that research in the field of good junior college teaching is difficult. The group went ahead, however, to set down certain characteristics, but they do not seem unique to the junior college teacher; rather they are characteristics of almost any good teacher.

Students, it was indicated, look for (1) personality, (2) interest and ability in counseling, (3) a solid academic and cultural background, (4) broad interests extending beyond the teacher's special field, and (5) "possession of a self-determined growth and recreation program," an item which, if I understand correctly, I would seriously question as a major requirement for student approbation. The group added—perhaps these characteristics are not of real concern to students—a disciplined imagination and "certain moral and spiritual qualities." It was

recognized that the successful junior college teacher must have an abiding interest in young people as well as in his subject matter, and that he must reveal this interest in his work. It was suggested that there might be "distinct characteristics of work" in public as against private colleges, a distinction I should reject. More important than just the matter of control are such considerations as institutional objectives, size, and type of program, and the specific nature of the individual's duties, both in and out of the classroom.

The group also concluded that the characteristics of excellent teachers might be "culled" from (a) "the common elements in teacher-training programs for junior college teachers over the country, and (b) state requirements for certification of public junior college teachers." Frankly, the latter is about the last place to look; as for the former, with all due regard to my friends like Lamar Johnson, Algo Henderson, Marty Martarano, and others who are preparing junior college teachers, I don't think the former will provide much pay dirt either. If one must look for such characteristics, let him look to those individuals who have been recognized as good or great teachers. And when their characteristics have been analyzed, I suspect any preconceived list of characteristics won't fit these individuals. As I indicated last year, "We are always searching for some simple formula in this complex area that will reduce human relations to the certainty of mathe-

matics. The search is not unrewarding; in fact, it is generally useful, but we need a great skepticism about its results. Teachers of tremendous influence will always arise who confound our calculations and who fail to fit our bill of specifications." The greatest teacher I ever had was an unhappy man, a sensitive poet, whose spirit was so ill-adjusted to the world as he found it, that he finally shot himself. I assure you he could never have passed the usual list of characteristics, headed by the omnipresent "personality."

The group wisely recognized that good teaching may depend on factors other than teaching competency. The teaching load and institutional morale also play a part. In a college that has developed a real academic community, there is greater likelihood of finding good teaching than in an institution where such a spirit does not exist.

What can the colleges do about better teaching? Group 5-C considered the topic: "What are the best ways at the present time to upgrade the professional preparation and to improve the teaching effectiveness of junior college teachers?" Concerning pre-service preparation, the group agreed that the length of the graduate program was not so important as its content and adaptation to the needs of the individual teacher. The objectives of the graduate program should stress, among other things, (1) the philosophy of the junior college, (2) the improvement of the curriculum, and (3) the improvement of instruction. It should be

pointed out that many, perhaps most, junior college teachers have not prepared for junior college teaching, but for college teaching. It may well profit them more to try to see and understand higher education and its total problems rather than one segment of it. If this is the nature of their instruction, however, further study and in-service training concerning the junior college will be all the more necessary. Universities must cooperate in providing such opportunities, although the group concluded that in-service courses and workshops carried on within their institutions with their fellow teachers are more beneficial than extension and summer courses. This might well be tested.

The college administration should cooperate in such programs, including financial assistance to teachers for attending special workshops. Local and regional workshops, pre- and post-session conferences, cooperation with related agencies, frequent use of consultants, travel, observation of other colleges in which superior work in related fields is known to be in progress, and inter-visitations among colleges are other recommended means of improving a teacher's effectiveness and the total instructional program.

It is well to end this summary on this problem of the teacher and his teaching. The more I contemplate American higher education, the more convinced I am that the secret of whatever success it has—and outside of the vocational and specialized fields, I am

pretty discouraged by its meagre success—depends in the last analysis upon the teacher. This is not an endorsement of the Mark Hopkins theory. Abelard, who lectured to thousands, or Billie Phelps, who taught hundreds in one class, were great teachers. It is a recognition that in the end our educational program stands or falls upon the calibre of our teachers and the nature of their instruction.

This is why the junior college is so well advised to stress good teaching. But I should like to comment on the claim which we so often make for ourselves. I used to make it; all of you do, I'm sure. Dr. Bogue expressed it in his report this way: "Masterful teaching is the greatest asset of the junior college." I would like to believe it, but what is the evidence? How do we know that our teaching is any better than run-of-the-mill instruction in good liberal arts colleges or even in large universities? We brag about our small classes, but look at some of our faculty-student ratios—Long Beach's is 85 to 1, counting full-time students and full-time faculty. And what of our load? Size of classes may not be so important as number of classes. One teacher with five different classes of thirty students may be much worse off than a professor with two classes of one hundred students each. I ask these questions not just to be critical. We are not alone in our generalizations without foundation. Many a liberal arts college outdoes the junior colleges in the extravagance of its statements. What I am

pleading for, in effect, is for us to study ourselves more and more objectively.

This has been a great convention—the best in every respect of the half dozen I have attended. But it has not done, I believe, what Dr. Peterson said in his presidential address it would do. He indicated that the meetings would be an evaluation of where junior colleges are going and of how they measure up in respect to freedom, integrity, and democracy. I don't think we have done that in this convention or at any time. We have not subjected ourselves to close scrutiny, as the president intimated we would. It is time that we did—not only we, but all of American higher education. We should be able to get foundation funds for this purpose.

The junior college has nothing to fear in this appraisal. It has an assured place in our educational system, but we could do our job more effectively if we made the appraisal. We must "know ourselves," in the old Greek phrase. We must know the truth about ourselves; it is the truth that makes men—and institutions, free. I urge this Association in the coming year to lay plans for such an appraisal of the whole junior college movement; I urge each institution to do the same for itself. Then let us come together here in a future convention or conventions and really look at ourselves—honestly and fearlessly. It will be a sobering experience, I believe, but also a challenging one. I hope we shall have the courage and drive to do it.

Technological Education With Special Reference To Fashion Design and Management in the Apparel Industries

ROSALIND SNYDER

THE FASHION Institute of Technology in the City of New York is a Community College under the program of the State University of New York, sponsored by the Board of Education of the City of New York in cooperation with the Education Foundation for the Apparel Industry. This organization has developed a unique pattern of city, state, and industry supporting a two-year educational program, on a tuition-free basis, for students with special talent and aptitude for the executive and creative level positions within the apparel and allied industries.

In 1944, a group of leaders of both management and labor formed this Educational Foundation for the Apparel Industry with the prime purpose of establishing a school on the post-secondary level to attract and to train potential designers and executives for the fashion field. There were two major motivating factors in the desire of the industry for such an educational program.

First, the trend toward specialization in the apparel and allied fields throughout the country has been replacing handcraft with specific operations in construction. When this occurs in an industry, technicians who understand production and quality control,

ADMINISTRATIVE DEAN of the Fashion Institute of Technology in New York City, Rosalind Snyder gave the following talk as a portion of a panel discussion held during the third general session of the American Association of Junior Colleges convention.

who can organize efficient plant layouts, and who can inaugurate an effective training and supervisory program are needed. Designers who have a knowledge of production methods, of cost control and of consumer psychology, as well as creative ability, are necessary for the development of successful style lines within the price range of an establishment.

Second, the industry felt the need of developing its prestige and dignity in the academic field if young men and women were to be attracted as its future leaders. Although the manufacture of clothing is an essential industry and although the American woman is the best dressed in the world, yet the American youth has not been selecting this field. Potential designers wishing to go to college have generally majored in Art or Home Economics. Because of the course of studies presented, their talents were often redirected to Fashion Illustration, Advertising, or Merchandising. The courses in Business Administration and Engineering in our colleges have been directed toward the

heavy industries or commercial fields. In contrast to the educational programs of planned scientific training of other industries, the apparel trades had been relying on a haphazard system of chance for the selection of their professional and technical personnel. If the industry was to grow and prosper, talented young people had to have the opportunity of selecting a program specializing in the fashion field.

The Board of Education of the City of New York and the Superintendent of Schools were made aware of the needs of the Apparel Industry by the leaders of the Educational Foundation who made an offer of financial support toward the establishment of a Fashion Institute of Technology. Recognizing the placement opportunities available and the demand of young people with aptitude for this specialized training, the Board of Education entered into a contract to supply the facilities for instruction and a core of the teaching staff.

Seven years later, in 1951, the Fashion Institute was reorganized under the Community College Law of the State of New York. Under the law, the local sponsoring agency—in our case, the Board of Education of the City of New York with the Educational Foundation for the Apparel Industry—is responsible for two-thirds of the cost; and the State, the remaining third. The state law permits student tuition. In our case, however, the Educational Foundation supplies the monies so that tuition is free to all students admitted.

The Fashion Institute offers a two year program presenting two major sequences: one in the field of Management and one in the field of Design—apparel, millinery, or textiles—leading to the degree of Associate in Applied Science.

We believe in *education for a purpose*—and this purpose is to make the students aware not only of technical knowledge but also of the social world, their cultural heritage, and their responsibilities as citizens. Courses in Social Sciences, Psychology, Labor Relations, and English aim to provide knowledges of areas in our general living, to stimulate sound thinking, and to develop power in collecting, evaluating, organizing, and presenting data.*

The discussion technique is often used to provide opportunity for expression of ideas concisely and accurately, and for practice in giving and accepting criticism with understanding and judgment.

Sources of information, such as direct observation, interviews, questionnaires, graphs, articles in magazines, newspapers, and books are stressed. Proper techniques in locating and evaluating these materials are practiced constantly in the use of the college library.

An area in general science is introduced to give students a basis for interpreting our scientific world of today. Then, too, individual sports are encouraged in our health education pro-

* Dean Snyder used color slides to illustrate various facets of the textile industry.

gram to promote physical well-being and the balanced use of leisure time.

All students at the Fashion Institute, whether potential creators or managers, realize that the fabrics are their raw material. The study of textiles as a related science is important in all curriculums. The Fashion Institute is indeed fortunate to have the close co-operation of the textile industry. In the fabric library—always current—careful study and handling of the industry's newest products are possible.

Just looking at fabrics is not sufficient. All FIT students study the working properties, the fibre content, the structure, and the potential end use of fabrics in our textile laboratories. In addition, textile testing machines—both physical and chemical—help the student to determine the properties and characteristics of fibres, yarns, and fabrics.

Students majoring in our Management sequence receive courses in basic industrial management areas, with emphasis on appreciation and knowledge of general principles. Application and shop work experience are provided in the apparel fields.

A time and motion study group applies principles of motion economy to a specific sewing problem.

Students also consider principles of production planning and control, and discuss problems of plant layout in relation to operational organization and flow of work.

The students in the sewing room laboratory do the sewing and operational

analyses from the standpoint of quantitative and qualitative production. In the pressing laboratory, evaluation of the functions of a variety of machines and the application of the specific machine to the fabric are studied. In the cutting laboratory an understanding of the machinery used and the operational techniques is developed. Manipulative skills are introduced for the information and appreciation of the manager rather than for the mastery required of the skilled worker.

Our Design sequence offers three major areas of specialization—apparel, millinery, and textiles. Experience in these fields should lead qualified graduates to such positions as workroom executives, stylists, assistant designers, and designers. In the apparel design division let us follow one student in the creation of her design:

The student uses the textile library as a source of inspiration. Following the selection of the fabric, additional inspiration is sought through various sources. Here at the Costume Institute of the Metropolitan Museum of Art, a design student finds an opportunity to interpret history and adapt this knowledge into an original design.

After preparing several sketches, the student selects one for interpretation in the fabric. Then the student actually translates the design into a finished garment. An illustration of the garment is made for exhibition purposes.

In Millinery, the construction techniques vary, but the basic principles of design remain the same.

Again at the Costume Institute of the Metropolitan Museum of Art, let us visit with a millinery student. After studying the Museum's millinery collection, she has gained inspiration for an original design. Then draping, material treatment, and trimming are considered in relation to harmony and design. Selecting and designing hats must consider the appropriateness of the individual head structure and facial contour.

Creative thinking may be stimulated through many sources—trade magazines, the theatre, current events, paintings, travel, and nature.

Analytical and creative thinking in both designing and selection of methods of work is encouraged.

In the last semester, students participate in a cooperative work-study program. This plan aims to bridge the gap between school and work, to promote close integration between the needs of the industry and the aptitudes of the students, and to provide a means of evaluating the technical courses in the curriculum.

Our philosophy has been geared to present an educational program in a

specialized field with a balance of broad general education so that our young people can build responsible, intelligent, and useful lives in all areas of living.

That young people are interested in selecting the apparel industry as their major area of concentration has been evident by the growth of the Fashion Institute within this nine year period. From a register of 100 students, we have grown to 400 day students and 1,100 extension students. Students have been admitted from almost every state in the Union, as well as from such foreign countries as Sweden, England, France, Italy, India, Israel, and Austria. From over 600 applications received annually, only 200 students can be selected because of our facilities.

When there exists a demand for technological training by an industry and by our youth, we believe the community college can serve the general welfare by providing such a program in harmony with the theory that the specialized interest be used to enrich and broaden the student's understanding of himself, the community, and the world.

Report on the Junior College Journal

JAMES W. REYNOLDS

As a preface to this report, let us consider the following statement:

The astounding growth and spread of the public and private Junior College in the United States is evidence of a long overdue renaissance in the stereotyped and debilitated collegiate educational structure which has evolved from our traditional educational attitudes.

We can rest assured that everything worthy in that which has been built up will find its place under the new conditions. There will be the usual hostility and emotional outcroppings characteristic of educational change. There is almost as much conservatism in changing the social phases and the curriculum of a college as there is in moving a cemetery. Nevertheless, progress is inevitable with such great basic currents stirring, so that I look for a life of service and some turbulence for the *Junior College Journal*. . . .

Its mission of information, its policy of open-mindedness and fairness, and its publication in the area where there is the greatest present activity in its chosen field, all speak for the importance of its creation.

Ray Lyman Wilbur
Secretary of Interior

This statement was published in the first issue of *Junior College Journal*, Volume I, Number 1, October, 1930. The position held by the author of this statement, Secretary of Interior in a Republican administration, will probably surprise the younger members of this group, who no doubt, never dreamed that Eisenhower wasn't the first of the Republican presidents. The

EDITOR OF THE JOURNAL, James W. Reynolds also serves as Professor of Junior College Education at The University of Texas.

author, Ray Lyman Wilbur, was rather enthusiastic about the junior college movement and the *Journal* which undertook to chronicle it—an attitude, by the way, which we understand has been rather sharply criticized by some of our contemporary iconoclasts.

It would be interesting, perhaps, to trace the development of the *Journal* during the twenty-three years which have passed since this statement was published. Tradition forbids such an historical treatise, though, for everyone knows that historical accounts of institutions can be given only on anniversaries which are multiples of five. We could have observed the twentieth anniversary with such an account. Since that opportunity was missed, we must now wait until the twenty-fifth birthday.

It would be interesting, perhaps, to trace the trends in the junior college movement. That activity will be avoided because of time limitations.

It would be interesting, perhaps, to analyze the dim view of junior colleges taken by some of our present-day critics. Certainly, the contrast between these dim views and the bright enthusiasms of Wilbur would present a contrast.

There remains, then, the course of presenting to you a report on the status of your *Junior College Journal*. After all, in this course lies safety from the dangers of confusion arising from possible misinterpretation of the direction of trends.

In the past, your editor has divided the report into five sections: (1) contents of the *Journal*, (2) manuscripts for the *Journal*, (3) circulation, (4) size of the *Journal*, and (5) the Editorial Board. Since the size of the *Journal* in number of pages has been standardized at sixty-four, there seems little reason to elaborate on this point. Accordingly, the report will be organized under four sections.

CONTENTS OF THE JOURNAL

A complete accounting of the contents of the *Journal* is impossible, since the makeup of the May issue is incomplete. As a consequence, data presented in this report are based on the first eight issues and, as such, are not entirely comparable with the report made last year in Boston.

Approximately a tenth of the 1952-53 *Journal* contents was made up of advertising, about one-fourth was devoted to regular features, and the remaining part of the contents to contributed articles. This increase in space devoted to articles and corresponding decrease devoted to regular features reflect the fact that the September, 1952 issue was devoted to reporting the annual meeting of the American Association of Junior Colleges conducted in Boston in June. Ordinarily, it will be recalled, annual meetings have occurred in March and have been reported in the May issue of the *Journal*.

In the past, it has been customary in this report to present a classification of *Journal* articles according to field of interest covered by the article, residence of the authors classified geographically, and whether the author was associated with an independent junior college, a public junior college, or was not associated with a junior college. An analysis of the articles appearing in the September through April issues of the *Journal* classified in these three categories is as follows:

Field of Interest	Number of Articles	Number of Pages	*Percentage of Total Pages
Administration	4 (8)	33 (37)	10 (11.0)
Curriculum and Instruction	24 (25)	139 (117)	40 (34)
Functions and Purpose	5 (4)	39 (22)	11 (6)
Philosophy	4 (3)	22 (28)	6 (8)
Public Relations	4 (5)	17 (23)	5 (7)
Review of Research	— (1)	— (5)	— (1)
Status	7 (6)	20 (30)	6 (9)
Student Personnel	12 (9)	60 (56)	18 (16)
Teacher Preparation	3 (4)	14 (29)	4 (8)
Regular Features	46	139	
Advertising		45	

Geographical Area Accrediting Association Region			
Middle States	10 (14)	67 (84)	19 (24)
New England	8 (2)	33.50 (8)	10 (2)
North Central	13 (17)	81.50 (78)	23 (23)
Northwest	6 (6)	23.75 (29)	7 (8)
Southern	12 (14)	61.25 (86)	18 (25)
West	15 (12)	81.00 (62)	23 (18)
Affiliation Status of Source			
Independent Junior Colleges	16 (10)	66.75 (40)	19 (12)
Non-Junior College	25 (28)	175.00 (167)	50 (48)
Public Junior College	23 (27)	106.25 (140)	31 (40)

* Percentages for all rows except "Regular Features," and "Advertising" figured on the basis of total number of pages of articles—344. Percentages for rows "Regular Features" and "Advertising" figured on total number of *Journal* pages inclusive of inside back and back cover—528.

A consideration of this table shows certain interesting conditions. In the category of fields of interest, curriculum and instruction retains its position of first place on the basis of percentage of total pages devoted to this topic. If the fields of public relations and status of junior colleges are combined with the field of administration, it will be seen that this combination ranks second, although as compared with the previous year, there was a reduction from 27 to 21 per cent. Student personnel as a field of interest ranked third with an increase from 16 to 18 per cent.

The one field of interest which has dropped below a desirable minimum is that of teacher preparation. Not only does the field rate lowest in percentage of total pages, but there is an actual decrease from the previous year of from eight to four per cent. It is hoped that next year's *Journal* will see a substantial increase in this percentage.

Greater balance is found in the 1952-1953 *Journal* when compared with the 1951-1952 *Journal* in the matter of geographical source of articles. The range from lowest to highest percentage in 1951-1952 was from two per cent in New England to 25 per cent in the South, a difference of 23 points. The range for 1952-1953 was from seven per cent in the Northwest to 23 per cent in each the North Central and the West (California). This is a range of only 16 points.

Fifty per cent of the articles were written by authors actually members of the staffs of junior colleges, and the other 50 per cent by non-junior college authors. The Editor considers this a desirable distribution. The balance between authors in public junior colleges and in independent junior colleges is more equitable. The percentages for 1951-1952 for authors in public junior colleges compared with those in independent junior colleges were 77

and 23. In 1952-1953, the percentages were 62 and 38.

Changes were made during the year in the manner of identifying authors of articles. The system of presenting all such identifications on one page entitled "Notes on the Authors" was abandoned in favor of returning to a previously used system of carrying the identification directly under the name of the author.

Three new minor features were added this year. An introduction to the contents is provided under the heading, "In This Issue You Will Find . . ." Information is also provided the reader on contents of future issues. Finally, an attempt was made near the end of the year to carry a calendar of coming events of interest to the readers.

MANUSCRIPTS

The status of manuscript contributions is satisfactory. This is due in part to the excellent work done by Editorial Board members and their State Deputies, and is in part a result of the assignments of two issues to reporting annual meetings rather than the usual practice of having only one issue for this purpose.* It should be noted, however, that there is not an oversupply in this department.

Guest editorial writers were used more during the publication year than in the past. In addition to the guest editorials from President Basil Peterson and Vice President Frederick Mar-

* Since this was written, it has become necessary to devote almost three issues to covering the AAJC convention.

ston, a series of guest editorials on the general theme of the Junior College in American Education was contributed on invitation by President Robert Sproul of the University of California, Chancellor Lawrence Kimpton of the University of Chicago, President Henry Hill of George Peabody College for Teachers, Chancellor William Pearson Tolley of Syracuse University, and Dean W. C. Jones of the University of Oregon.

CIRCULATION

The following tabulation describes the status of *Journal* circulation during the 1952-1953 publication year.

Volume	Year	Individual	Group	Total
XXII	1951	2,029	928 (84)	2957
XXIII	1952	2,047	1016 (90)	3063

This represents a gain in circulation over the previous year of approximately 3.5 per cent. While this gain is negligible, it is significant that this represents a reversal of the downward trend of the preceding year. It is hoped that continued attention to this aspect may lead to an acceleration of this progress.

It should also be noted that the distribution of *Journals* this year has been more prompt. The goal of having *Journals* in the mail on or before the fifth of the month of issue has been maintained.

EDITORIAL BOARD

The activity of the Editorial Board has been stepped up during the year. This has been manifest in their work with State Deputies, and their initia-

tion at the Editor's request of an evaluation of the *Journal*. This increased activity has played a large part in the *Journal's* achievements for the year. It also will result in future improvements of the *Journal*.

CONCLUSION

The year has seen progress in the right direction so far as the *Journal* is concerned. This apparent lack of mod-

esty on the part of the Editor is not as inexcusable as it might seem. Improvements have been due to an excellent staff, a working Editorial Board and State Deputies, and the sympathetic cooperation of the Board of Directors and the Washington Office. Perhaps it is this happy combination which makes the Editor a bit impatient with the "viewers with alarm" alluded to in the early part of this report.

Report of the Research Office

C. C. COLVERT

The Research Office has been actively engaged in seven projects during the period of this report, June, 1952, to March, 1953. Four of the five projects that were underway at the time of the last report have been completed. Two new projects were started, and one of them has been completed. A brief report of the activities of the office is as follows:

RESEARCH COMPLETED

1. *Junior College Directory, 1953.* The *Directory* was completed and mailed to members early in February.

2. *Fund-Raising Campaigns.* A bulletin on fund-raising campaigns of junior colleges was completed and mailed to members on March 20, 1953. This is a bound mimeographed report of fund-raising campaigns conducted in recent years by ten junior colleges.

3. *Junior College Teacher Salaries, 1952-53.* A study of the 1952-53 annual (nine months) salaries of junior college teachers was begun in October, 1952 and has just been completed. Mimeographed copies were mailed to members on March 20, 1953.

4. *Legally Prescribed Methods for Allocation of State Aid to Public Junior Colleges.* A Research Bulletin, Volume III, Number 1, June, 1952 was published and distributed to all member institutions. This bulletin was a compilation of the methods of giving

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state aid to public junior colleges in those states which have such laws. The bulletin lists in the Appendix copies of the actual laws in each state which has state aid provisions.

5. *Research Problems.* A compilation of the research problems relating to junior colleges was made and distributed to major universities of the country which are interested in junior college research. Additional copies are available for all who are interested. This list of suggested research problems was made from some previous lists which the Association had and from suggestions secured from the five research and service committees.

RESEARCH IN PROGRESS

1. *Alumni Relationships.* The study of alumni relationships was begun with a postcard questionnaire to five hundred junior colleges. The respondents were asked to indicate whether or not there was an alumni organization of the college, and, if so, to furnish the name and address of a college staff member and an alumni officer who would furnish information about the activities of the organization.

A questionnaire has been prepared and mailed to the designated people.

It is hoped that the replies will show: activities now engaged in by the alumni organizations, desirable activities as expressed by college staff members and alumni officers, and differences that may exist between alumni organizations of public and private junior colleges.

2. *Characteristics of Good Teachers.* Much of the time and energy of the Research Office has been devoted to this study during the period of this report. A brief summary of the findings up to date is as follows:

In compliance with the recommendations of the Committees on Teacher Preparation and Administrative Problems of the American Association of Junior Colleges, a study of the characteristics of good junior college teachers was begun early in 1952. On March 13, 1952, a letter was sent to each junior college asking for the nomination of the best teacher, or at least, for one of the two or three best teachers to be used in the study. A brief questionnaire accompanied the letter.

Two hundred and fifty-five colleges responded by nominating a teacher to participate in the study. This group is referred to as "good" teachers.

It was felt that the study would be more meaningful if another group of teachers could be selected at random using a table of random numbers and the faculty rosters of the colleges who nominated a "good" teacher, as they appeared in a recent college catalog. In cases where college catalogs were not available and where the teacher

selected was no longer a member of that college faculty, the chief administrators were requested to make a random selection.

A questionnaire and a request for a complete college transcript was sent to the members of the "good" and "control" groups of teachers. Usable replies to the questionnaire were received from 182 of the "good" teachers and from 155 of the "control" teachers. Usable transcripts were received from 145 of the "good" teachers and from 109 of the "control" teachers.

A task of tabulating and analyzing the data obtained from the questionnaires and transcripts is a lengthy one and has not been completed. Only one area, pre-service preparation of teachers, has been completed.

There were significant differences between "good" and "control" teachers with respect to seven out of the thirty-three aspects of pre-service preparation tested. The remaining task is to determine if this knowledge can be utilized in predicting that a teacher will become a "good" teacher.

There were significant differences between male and female teachers with respect to twelve out of the thirty-three aspects of pre-service preparation tested. This is interpreted to mean that sex is an important variable to be considered in a study of pre-service preparation of junior college teachers.

There were significant differences between teachers from public and private junior colleges with respect to eleven out of the thirty-three aspects

of pre-service preparation tested. This is interpreted to mean that college control is also an important variable to be considered in a study of pre-service preparation of junior college teachers.

During the next year the Research Office will tabulate and analyze the remaining data that have been collected. These data may be classified under three large headings as follows: Life Styles, Community Life Participation, and In-Service Training of selected junior college teachers.

OTHER PROJECTS

Cooperative Research in Major Universities. It is the purpose of the Association and the Research Office to encourage the major universities interested in junior colleges to aid in research in this field of the junior colleges. Some seven or eight universities

have indicated such interest. Many are doing research through master's and doctoral theses. It is also hoped that graduate professors will do some individual or group research.

As an example, Mr. Tom Ford, Director of Junior College Cooperation at Michigan State College, volunteered to do a study on the evaluation of workshops conducted in the colleges and universities last year. This study is now in progress and will be distributed when completed.

In Conclusion. Your director and associate director have enjoyed working with you, and we shall appreciate any suggestions you have to make our service more effective. We are eager to do studies which will be of value to the public and private junior colleges including the instructors and administrators.

The Role of the Administration in Excellent Teaching

HUGH G. PRICE

THE ADMINISTRATOR and the teacher have interdependent roles to play in the learning process which takes place in our American junior colleges. As a result, they must work together in harmony to meet the purposes for which our institutions were organized—the most important of which is that students may learn.

It is the intent of this paper to provide substantial answers to two questions which have direct bearing on this interdependence: (1) What should instructors expect in the way of cooperation and support from administrators; and (2) what characteristics should administrators expect to find in the members of their instructional staffs?

COOPERATING WITH AND SUPPORTING THE FACULTY

The relationship which should exist between the administrator and the teacher needs to be one which provides a mutual and deep concern for the basic purposes of the institution. Participation by every member of the faculty must take place in the development of the philosophy of the institution, its objectives, and the organization of its curriculum.

There are four areas in which the administrator serves in making it possible for the teaching staff to do the job for which it was employed, and these

HUGH G. PRICE, Director of Ventura College in Ventura, California, and Vice President of the American Association of Junior Colleges, gave the following talk at the American Association of Junior Colleges convention in Dallas.

will be briefly described. Success in these areas will stimulate excellent teaching.

Developing a "Climate" for Teaching

In the first place, the administrator must establish a "climate" or "atmosphere" for good teaching within his college. A sense of belonging, on the part of an individual member of the staff, can come about through an understanding of the relationship of administrator and teacher. Democratic participation plays an important role. While within an institution there must be clear and reasonable lines of authority, often established by law, there is nevertheless a very real and important requirement that the administrator provide each and every member of the faculty with a share in establishing policies and procedures.

There is, to the faculty member, a sense of belonging which comes from the realization that he has professional status. The knowledge that he is important in developing the fundamental policies of the college is vital in creating this atmosphere.

Every administrator should hold himself responsible for building a relationship which allows strain-free, relaxed living on the part of the teacher. Throughout the institution there needs to be evidence that the administrator has a sincere interest in each individual man, there must be evidence of mutual respect, and the atmosphere must be conducive to cooperation and mutual efforts. This cooperative working relationship between instructor and administrator will promote and develop strong faculty morale.

The characteristics which are to be found in the personality of the administrator and which lead to this relationship are those of faith in people, confidence in human integrity, acceptance of the good will and purposes of the faculty. If faculty opinion is requested, respected, and acted upon, the combined judgment of the faculty is more valuable than the single judgment of the administrator. While the administrator holds veto power over faculty judgment, he rarely, if ever, will need to apply it, except as he must fulfill a legal obligation.

This intangible "atmosphere" or "climate" of teaching is the fundamental first contribution of the administrator.

Developing a Sense of Financial Security

In the second place, it is essential that an administrator, with the support of his Board of Control, provide for the personal and family security of

the members of the staff. Good teachers work best when they know that they are and will be paid well, and that salaries are established on a regular schedule. Where there is no possibility for any individual to "sell himself" to the administrator and thus gain financial advantage over any other member of the staff, there is greater contentment.

If an instructor knows that after a probational period he is entitled to tenure, his sense of security grows. If he knows further that upon retirement he and his family are cared for, both by his own contributions and by the contributions of the college, his mind has greater ease and readiness to participate in the job that is placed before him. Opportunities to secure additional safety for himself and his family through sick leave and through group insurance are also appreciated.

The sense of security on the part of the individual member is greatly heightened when faculty and staff agree on what constitutes a reasonable load—not with the administration trying to require more than a man can do, or not with the teachers trying to get a lighter load than they can carry efficiently.

Factors to be considered in this teaching load are not just the number of semester hours of credit which is represented in the teaching burden. There are other factors concerning load, such as the number of preparations which are required of any one teacher, the number of contact hours

in classroom and laboratory, the size of the sections, the amount of the outside committee work, or the extra-curricular activity assignments which a teacher must carry. While no one has as yet devised a standard for junior college teaching load, and probably no one ever should, it is not an impossible matter for teachers and administration in open meeting to work out within a college standards which are mutually agreeable.

In these days when Congressional inquiries are concerned with expressions of opinion and ideas by teachers, guarantees of academic freedom firmly restated by administrators can rekindle the faith of instructors, who will feel free to teach without bottling up new ideas.

Providing Facilities and Supporting Services

In the third place, the role of the administrator in providing adequate facilities and supporting services makes teaching more effective. One of the greatest responsibilities of an administrator is to provide not only the mental or spiritual atmosphere for teaching, but a physical atmosphere for teaching as well. It is the administrator's responsibility to provide good, clean, bright, light classrooms and laboratories; to see that they are well equipped; to make sure that the instructor has at hand the materials of instruction which he wishes to use and which can be used by the students to

make possible the very best learning situation.

Many institutions neglect provisions for suitable office space for instructors. This office space for their personal study should be properly equipped with desk and other furniture, with files, with proper lighting, with a comfortable atmosphere for conferences between the teacher and the student.

Adequate provision for secretarial assistance for teachers enables them to increase greatly the amount of written materials which they may prepare for their classes. Secretarial assistance includes typing and duplicating of syllabi, the preparation of reading lists and their duplication, the preparation of tests, examinations, and other materials of instruction. For a teacher to know that this assistance is at hand enables him to devote valuable time to individual work with students which he might otherwise have to spend in cutting stencils, and mimeographing or dittoing materials which he has prepared.

With the modern extended use of visual aids, the administrator's role becomes important in making them easily available. This assistance reduces the amount of time that an individual instructor must spend in providing and maintaining equipment, scheduling projectors, training operators, and selecting and purchasing such items as films, film slides, recordings, models, prints, charts, and graphs. A department for visual aids, headed by a person who is able to pro-

vide an efficient service for the staff, is imperative. There must be a cooperative service relationship existing between the director of visual aids and the instructors who are to use them. The director must be able to bring to the attention of the faculty the very latest and best materials, and he must keep the collection modernized and up-to-date. He must also see that members of the faculty are informed of opportunities to order new materials which will make their work more efficient and interesting.

The librarian plays an important role, too, in assisting members of the staff by helping them find reference books, in establishing reserve reading matter, and in keeping reading lists available in the library. She will advise members of the faculty on how to use these materials efficiently and effectively. Reports to members of the faculty of the purchase of new books for the library is an essential service of the librarian. It is important that she purchase books recommended by department heads and individual faculty members who require material in the preparation of their work.

Often it is necessary that the administrator, in stimulating superior teaching, provide for additional assistance to a teacher in a college where it has been necessary to have large classes. Sometimes real economy can result from the expenditure of funds to provide "readers" or assistants to instructors. Often laboratory assistants can increase the efficiency of a science

department where a teacher, instead of spending his time in washing glassware, in mixing solutions, in house-keeping, or in preparing demonstration material, is able to work with individual students and to allow some of the routine procedures to be undertaken by less costly personnel.

Developing In-Service Training

In the fourth place, perhaps the most important role of the administrator in providing opportunities for excellent teaching is to develop a program of in-service training with his faculty. There are many processes by which this is and has been done, and in almost every case they require the wholehearted cooperation of the faculty members. A wise administrator will study with his faculty the types of in-service training from which his faculty believe they would receive the greatest benefit.

It is a common practice for the faculty to study together in a workshop on the campus before the opening of the fall term and after the close of the year in the spring. These workshops, if they are well planned and effective, can be very valuable. The regular professional faculty meeting is important if the members of the faculty establish a program of study for the year.

In-service training may be carried on effectively by studying the college, its program, and problems. This study of the college may be achieved in workshops, faculty meetings, faculty committee meetings, and by individ-

uals. Consultants can assist the faculty members in their investigations.

The following are a few of the many profitable studies which may be undertaken:

- a. The evaluation of teaching,
- b. The re-statement of the objectives and purposes,
- c. The community survey,
- d. The success of graduates,
- e. The cooperation with community advisory groups.
- f. The evaluation of teaching by students,
- g. The articulation with secondary schools,
- h. The articulation with senior colleges,
- i. The program of General Education, and
- j. The evaluation of the college using accrediting agency standards

Many administrators have found that the development of a professional library for the faculty stimulates good teaching. The latest books and professional magazines written in the field of higher education, placed in a room in which teachers may not only study, but may also visit and discuss their problems, is helpful and will be extensively used.

All good colleges encourage the study of their curriculums. This should be a continuous process—a never-ending one. Our changing world and our need for greater understanding of the development of human personality require that we know how best to provide for the changing needs of individuals.

Professional growth is also essential as members of the faculty are encouraged, if not obliged, to participate in membership in professional societies. Many colleges are now able to provide at least a part, if not all, of the transportation expenses for members of the faculty to attend specified professional meetings. Some institutions have been able to provide funds so that teachers may visit other institutions and observe good teaching. If teachers are to be involved in superior efforts, they must continue to grow professionally. It is the responsibility of the administrator to help them grow and to establish in-service training for them.

SELECTING THE STAFF

What characteristics should the administrator look for in choosing teachers? This role of the administrator in providing excellent teaching is vital. It is the greatest responsibility he has. After selecting his staff originally, he must later weed out the faculty during the probationary period so that only those members of the faculty who have the qualities to make them outstanding are granted tenure.

In a selection of the faculty, it is important that an administrator determine whether or not his prospective teacher has a sound foundation in the field of his teaching subject and in directly related subjects. The Master's degree in the teaching field is basic. Additional course background combined with professional training in

educational methodology and psychology is helpful.

If the administrator is wise, he will look for a teacher who has a good personnel sense, who is tactful, who has respect for human dignity, who can live with young people. The teacher should have a sense of humor and a desire to work cordially and in fine spirit. The administrator will look for a teacher who truly understands that learning is reflected in new conduct on the part of his students and in the development of new attitudes within them. This teacher must be intellectually stimulating. He must have a belief in and a desire to grow in his profession. He must have a desire to grasp opportunities to work democratically on problems and policy within the institution and to work democratically with the young people too.

It is always the hope of the administrator that any new teacher he employs will resist the impulse to slacken his effort if and when tenure is attained. A truly professional teacher will continue to grow regardless of the fact that he feels that he is secure. Administrators must also look for teachers who will be cooperative in doing the necessary formal paper work,—who will be prompt in submitting reports and grades. All of these are characteristics

sought in teachers, and they must be on the administrator's check list as he searches for members of his staff.

CONCLUSION

It must always be kept in mind that the college is operated for the students, that learning is the primary function of the institution, and that learning must take place not only in the classroom but in the extra-curricular activities and in the whole campus life.

If the administrator sets for himself a role of encouraging superior teaching and excellent learning, he must then first strive for a "climate" or "atmosphere" which encourages a high morale. He must establish in his staff a sense of belonging and a sense of personal security. He must provide adequate facilities and supporting services. He must encourage professional growth. But most of all, he must have good men and women to work with him.

There is no reason why the junior colleges in America should not provide the highest level of teaching to be found in any of our American educational institutions. Each and every one of us—whether we are teachers or administrators—must strive to work together that this goal may be obtained.

Report of the Finance Committee

THE ASSOCIATION'S financial statement for the 1952 year and the suggested budget for the 1953 year (except for a slight change to be referred to later) is to be found on page 13 of the *Washington Newsletter* for March 11, 1953 which serves as the program for this thirty-third annual convention.

It will be noted that in 1952 a balance was carried forward of \$3,967.62, made possible by voluntary contributions of members over and above the regular membership fees. This fund was a valuable asset because actually the Association operated at a loss in 1952. The actual income was less than expenditures by \$2,063.83. In spite of this loss, a net balance is brought forward for use in the 1953 budget in the amount of \$1,097.29.

While it is a published policy of the Association in its by-laws "to estimate income conservatively and expenditures liberally," it is not always possible to be accurate in meeting this policy. It will be seen that income in 1952 was too liberally estimated in items of "membership dues," "the *Junior College Journal*," "the *Washington Newsletter*," and "miscellaneous receipts." Income over that which was expected was received from "other publications," "honoraria for the Executive Secretary," and the "annual meeting" at Boston; resulting in approximately \$400.00 more total income than was expected.

The expenditures side of the report

showed most items lower than estimated. The Finance Committee during the course of the year found it necessary to transfer \$1,124.31 from the "Contingencies Fund" to other accounts. Eight hundred dollars of this went to "other publications" to provide printing costs for the materials which were selling so well. The balance was transferred to "office salaries," "social security payments," and to the "annual meeting." Expenditures on the whole were slightly less than estimated.

It will be recalled that the membership voted an increase in dues at the last convention. The proposed budget for 1953 reflects this increase which it is estimated will amount to more than \$5,000.00. Little material change is expected in other sources of income, and your Committee concurs in the recommendations of the Executive Secretary in accepting the figures he presented except that income from the annual meeting here in Dallas was increased to \$2,300.00.

The expenditures listed in the budget for 1953 show few variations from the actual expenses of 1952. It has become essential to employ a new experienced worker in the Secretary's office, and in order to meet her salary requirements, it was necessary to give a substantial increase to Miss English, who has been so very faithful over a period of several years, so that their salaries might be comparable. While

the cost of publishing the *Journal* has been predicted in the budget, bids are being secured from other printers to see if economies cannot be effected. The Board has agreed that any saving in the cost of printing, and this will be reflected only in the three fall issues, will be used in brightening the *Journal* by use of illustrations and other similar techniques.

Particularly encouraging is the inclusion in the budget of \$1,000.00 for travel expenses for committee chairmen. For two years it has not been possible to bring committee chairmen together in the summer with the Board of Directors and Officers to implement the service and research committee program which had been so effective in stimulating activities of the Association.

This year, for the first time, a capital expense item has been added to the budget so that funds will not have to be removed from contingencies to pur-

chase needed office equipment. The finance committee has already authorized the expenditure of funds from this account to purchase new typewriters for the Secretary's office—the old machines had had thirteen years of service—yet they were traded in at a good price, and the cost of the new machines was nominal. The committee at the request of the Board has added \$300.00 to the expenditures to be earmarked for the Reserve Fund, in an effort to increase slowly that fund to \$10,000.00.

Your Finance Committee wishes to commend the Executive Secretary and his staff for the efficient control of your Association's funds. It recommends the adoption of the proposed budget which has been approved by your Board of Directors.

Respectfully submitted,

Marvin C. Knudson

Leo A. Wadsworth

Hugh G. Price, Chairman

AMERICAN ASSOCIATION OF JUNIOR COLLEGES FINANCIAL REPORT, 1952

Reserve Fund

Bethesda-Chevy Chase Federal Savings and Loan..... \$8,238.49

Current Funds

	Budget 1952	Actual 1952	Budget 1953
<i>Receipts and Cash:</i>			
Balance brought forward	\$ 4,197.62	\$ 3,967.62	\$ 1,097.29
Membership dues	23,200.00	22,355.00*	27,500.00†
Junior College Journal	8,000.00	6,878.35	7,000.00
Washington Newsletter	250.00	125.10	125.00
Other publications	1,200.00	2,487.96	2,200.00
Miscellaneous	250.00	152.93	325.00
Honoraria for Executive Secretary	750.00	766.10	800.00
Annual Meeting	1,500.00	2,206.00	2,300.00
Total receipts	\$39,347.62	\$39,745.56	\$41,347.29

Expenditures

Exec. Secretary, salary, retire	\$10,000.00	\$10,000.00	\$10,000.00
Exec. Secretary, travel	800.00	790.67	800.00
Office Secretaries, salaries	6,165.43	6,175.43	6,740.00
Social Security	154.30	146.65	160.00
Office Expense	3,435.00	3,417.44	3,500.00
Junior College Journal	8,800.00	8,428.31	8,600.00
Washington Newsletter	1,000.00	993.76	1,200.00
Other Publications	2,000.00	1,830.49	1,800.00
Annual Meeting	1,437.30	1,442.24	1,500.00
Board of Directors	2,200.00	1,638.05	2,000.00
Research Committees	0.00	0.00	1,000.00
University of Texas	2,080.00	2,080.00	2,080.00
Miscellaneous	425.00	360.77	460.00
Capital Expense	0.00	0.00	475.00
Contingencies	850.59†	537.96§	732.29
Reserve Fund			300.00

Total Expenditures	\$39,347.62	\$37,841.77	\$41,347.29
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Cash on hand, including \$806.50 of 1953 dues, December 31, 1952..... \$1,903.79
 Reduced by \$230 by auditor for 1952 dues paid in 1951.

* Represents collections for 1952 plus \$230 collected in 1951.

† 1953 Membership Paid in 1952—\$806.50.

‡ Transfers of \$1,124.31 were made by the Finance Committee during the year from the original \$1,974.90 to various categories, mainly Other Publications which needed \$800 because of increased sales.

§ Represents cost for air conditioners which was paid directly from this fund.

from the

Executive Secretary's Desk



JESSE P. BOGUE

YOU HAVE probably heard the story of the man who worked for seven years for the girl he wanted to marry. At the end of that time, the girl's father gave him the older, and less attractive, sister in marriage. Then the man continued to work another seven years for the girl he really wanted. This second seven years, he declared, seemed as yesterday because of the love he had for her.

Seven years have passed since we began writing the *Desk* for the *Junior College Journal* in August, 1946. These past seven years now seem to us as yesterday because of the pleasure we have had in them. We shall not attempt to recall events which have occurred during the years we have been executive secretary of the American Association of Junior Colleges. The time has been filled with hard work, extensive traveling, and many of the most pleasant experiences one could have. Many people have spoken of the work—especially the traveling with its weeks and months away from home—with a touch of sympathy. Apparently, they have thought of it as a hardship.

When the Board of Directors set up the new program for the Association, they had no thought that the *Desk* would be an immovable object located in the city of Washington. It was to be on the move throughout the whole of these United States. It has been just that. No particular hardships have been encountered. To show you what we mean, let us take the most recent field trip which lasted for thirty days—May 27 to June 27. It is typical of many we have made during the past seven years. A running story of the trip may give you an insight into what we consider some of the pleasures of our work.

We departed from Washington on a non-stop flight for Houston, Texas, at 11:10 a.m., and came down at 2:05 p.m., to the exact minute as scheduled. We experienced a definite thrill around noon when we flew over our old home west of Athens, Alabama. A young boy in the cotton fields, we had often dreamed of the time when we could press a button attached to our clothing and sail through the air as

easily as the birds. Now the dream was reality! And from this single event one's mind could range to the whole field of scientific developments which have taken place since 1900—more of them than in all the million years that man has been on earth. Man was slow to learn, but he moved swiftly after he learned to apply scientific knowledge and principles to improve his ways of doing things.

Another brief flight brought us to San Antonio. We had made an advanced reservation at the Gunter Hotel. We were pleasantly welcomed by the clerk and handed a note expressing the good sentiments of Mr. Terry Sanders, sales manager of the Gunter, and his desire for us to call him on arrival. The bellhop smiled as he saw "American Association of Junior Colleges" on our room registration card. Yes, he knew about junior colleges; he had graduated at mid-year from San Angelo Junior College and was now enrolled as a junior in a senior college in San Antonio, liked the junior college, was getting along well now in senior college and bellhopping to help with expenses. On the table in the hotel room we found a basket of fruit—oranges, bananas, pears, peaches, and big ripe strawberries! How did Terry Sanders know that fruit was our favorite food? When we called him, he wished us a pleasant stay at the hotel and invited us to be his guest for luncheon the next day with Dr. J. O. Loftin, his good friend and president of San Antonio Junior College.

We called President Loftin. He asked if we would like to attend the graduation exercises of St. Philips Junior College tonight. We would and did and enjoyed the program and the granting of diplomas to about forty young men and women who received their Associates degrees from Dr. Norris, Dean of St. Philips. The next morning we went through the new buildings of San Antonio College and looked over blueprints for the \$4,000,000 expansion of that plan and plans for the expansion of St. Philips. At the faculty meeting Dean Moody said, "Well, we have come to the final meeting of the year to look over the debris. President Loftin will introduce our guest in a few minutes!" Smorgasbord luncheon was held at the Gunter air-conditioned room, beautiful tables loaded with great variety of foods, delightful conversation—public relations at its best.

Another brief flight brought us to San Angelo. Here we were entertained in the spacious, air-conditioned, ranch-type home of President and Mrs. Rex Johnston. A steak dinner was given at the hotel for trustees and wives, staff members, and heads of departments of the San Angelo College. In a brief word of welcome, President Johnston conferred upon us honorary citizenship from the Mayor of the city. Privilege of this membership, so he said, is open house from all present for us to come and stay as long as we might wish. We shall retire in San Angelo. The symbol of this new citizenship is the golden spur tie clasp with our initials. When

you see this tie clasp, you will know where it came from and what it means. Graduation was held out of doors with a summer moon, so full and round it couldn't have held another drop, slowly rising over the plains. Fourteen months previously we had driven through the bed of what is now an enormous lake created by a dam eight miles in length. The college has 5,000 acres on the shores for agriculture and wild-life studies. Citizens are now planning to build another dam—fourteen miles in length. There seems to be no end to the daring spirit of these Texans. We addressed the Rotary Club, spoke for the radio audience with Dr. Johnston, called at several offices and places of business to meet influential citizens.

Casper, Wyoming was reached by plane from San Angelo, and there we were entertained in the lovely new home of Dean and Mrs. M. F. Griffith of the Casper Junior College. Here we had a two-day breathing spell, trout fishing in Deer Creek Park south and east of Casper and in the Wind River Canyon to the north and west. Don't visualize Deer Creek Park on the pattern of a city park—it's a vast expanse of mountains, valleys, and rushing streams. We spoke to the service clubs of the city regarding the junior college movement, with special reference to Casper's forthcoming bond election in October. On the new twenty-acre campus, the first building, to cost about \$800,000, will nestle in a great horseshoe curve at the south edge of

the city against the Casper Mountains. We think we may have passed along one idea which could save \$150,000. It was proposed to spend about \$16 a square foot for construction. Weber College at Ogden, Utah, is building for \$12, and now we have discovered that Independence, Kansas, is building a wonderful plant of monolithic concrete and brick at about \$10.

Delightful drive of 150 miles north brought us to Sheridan, Wyoming, half the distance with Dick White, director of adult education at Casper, and the remainder with Loyd Hultgren, director of Northern Wyoming Community College. We passed through one of the great oil fields of the state and near Teapot Dome, reminding us of Harding administration days. Saw the eighty-acre campus, where it is hoped the permanent buildings for the college will someday be erected. Lovely commencement with the welcome address given by a student—nice touch. Strawberry shortcake and coffee at Hultgren's attractive new home. Wonderful drive of 130 miles next day over the Big Horn Mountains to Powell—through snow banks two to three feet thick, and for about twenty miles through a snow storm on top of the mountains. Scenery—breath taking.

Powell, like Sheridan, rests in a beautiful valley called a basin. Surprised to find that the Powell climate the year round is very mild because of the unique location within the Big Horn Basin. Steak dinner with Hult-

gren and Christensen, giant director of the Northwest Wyoming Community College. After another excellent commencement, we were entertained at the home economics house by the trustees, newly-elected by the enlarged college district, staff and faculty members. This home economics house is one of the best we have ever seen for a high school district—looks like a club house.

Pleasant flight next day from Cody to Salt Lake City, where we were met by Dr. John Clark, Dean of Weber College, who drove us to Ogden. Another steak dinner with President Aldus Dixon and the stag heads of departments of the college—hunting and fishing the main topic of conversation with a big argument, started by Reed Swenson, on the general educational values of college athletics. Incidentally, this faculty takes off for a fishing spree right after commencement—some of them left during the night—to patch up the "curriculum" for the next year! About 1,800 folks turned out for graduation of 251 in the parade before the footlights. In the afternoon we inspected the new college plant being built on the 202-acre campus. Three buildings will be ready by September—stadium and athletic field are already in use. Rotary Club built a \$25,000 entrance to the spacious campus—handsome—with letters "Weber College" big enough so that even those driving sixty miles an hour may read.

Early flight out of Salt Lake for Denver straight across the Rockies—

marvelous views in the morning sunlight—and on to La Junta by train for the commencement that night, the fifth address in the week. We were met by Dean William McDivitt, oriented to the Kiva where commencement was to be held. Kiva is a replica of an Indian round house, home of the Koshares, local Boy Scouts who have mastered the many arts of Indian dances, including snake dances. Local citizen named Buck Brashares is the leader of the Boy Scouts in La Junta—gives most of his time to this kind of work. Citizens gave a \$100 a plate dinner to help him build his remarkable Spanish colonial house, filled with the finest private collection of Indian relics and art work we have ever seen. Splendid commencement. Reception at McDivitt's after commencement, dinner the next day with trustees, Superintendent Rule, and Mr. MacDonald, chairman of the Colorado State Board of Education. MacDonald wanted one of our junior college presidents in Colorado to accept appointment as State Commissioner of Education. He'd rather be president of a good junior college!

Train took us westward through the Royal Gorge—that magnificent sight through this great chasm slowly cut by water in the solid granite of the Great Rockies—to Grand Junction. Grand Junction is spread out on the bed of an ancient inland sea, surrounded by far-reaching orchards, vineyards, and fertile fields, presided over by the Grand Mesa, which towers 10,000 feet above

the valley, fifty miles long, twenty-five miles wide, almost as flat on top as a table—hence the name, Grand Mesa! Next morning, it was breakfast in one of the city parks with the faculty and families—never saw so many little folks per family at any college. President Horace Wubben explained, "Sure, we give them \$100 a year for every addition!" Trout dinner at the home of Coach and Mrs. Walter Bergman; dinner given by the trustees for the staff and faculty of the college; informal reception and good time at the home of President and Mrs. Wubben, and another splendid commencement with nearly one hundred graduates were just a few of the delightful times at Grand Junction. The week-end rest and recreation was most welcome, and La Court was just the right place to spend it—gracious atmosphere, pleasant rooms, delicious cuisine.

We left Grand Junction at 5 a.m., flew across the Rockies in fifty minutes to Denver, where we spent a few hours with Pete Nelson, Lloyd Garrison, Charley Maruth, and Roy Minnis at the University. Entrained for Lamar near the eastern border of Colorado; we were met by President Charles Price of Lamar College and taken to the Maxwell House—modern, air-conditioned—the finest little hotel in America, built by Mr. Maxwell who, in the early days on his trip in a covered wagon from East Tennessee, saw the Maxwell House in Nashville and vowed that someday he would build another hotel with his own name on it.

The Maxwell House in Lamar is the result. Lamar is a rapidly growing little city in the irrigated valleys of the Arkansas River. Out of doors, commencement was delightful, followed by a reception for the graduates. Dr. Price drove us to Pueblo the following morning, 130 miles, in time for the commencement at Pueblo Junior College.

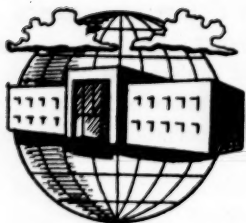
Our good friends, Mr. and Mrs. Marvin Knudson and their three lively sons, Douglas, Robert, and Roger, entertained us in their attractive and comfortable home. A class of ninety-four graduated amidst the applause of a large crowd of relatives and well-wishing citizens. And so ended for us the commencements for 1953.

We left Pueblo at 6 a.m., Sunday, June 14, by plane for Joplin, Missouri, and drove thirty miles to Pittsburg, Kansas, for the junior college workshop at Kansas State Teachers College. Temperature hit 113.5, June 14, and seldom dropped below 90 during the daytime thereafter. But we had an air-conditioned hotel room and an air-conditioned conference room with easy chairs for the workshop. Dr. William Black, Head of the Department of Education and Psychology, made generous provisions for assistance and consultants at every turn. There were picnics, luncheons, dinners and other kinds of get-togethers. We made a trip with Fred Cinotto, Dean of Independence Junior College, to see the remarkably designed new building being constructed on the forty-acre cam-

pus at Independence. At the close of the workshop, three of the students drove us to Joplin where we were entertained at dinner by Mr. and Mrs. Tom Flood and attended a reception extended to us by the faculty members

of Joplin Junior College who were in town for the summer.

And now, you can see clearly what we mean by the pleasures of field work in the American Association of Junior Colleges.



The Junior College World

JESSE P. BOGUE

Boise Dedicates New Organ. The new \$35,000 organ for Boise Junior College, Boise, Idaho, was dedicated on May 10 with befitting ceremonies and concerts. The instrument, a gift of a friend of the college and one of the best in any junior college in the United States, is three-manual in construction and designed and built for rendering all schools of classical music. The dedication concert was played by C. Griffith Bratt, head of the Music Department of Boise Junior College.

...

Green Mountain Dedicates Auditorium Building. On June 6, dedication ceremonies were held at Green Mountain Junior College, Poultney, Vermont, for the auditorium building. The present structure is the result of extensive remodeling and expansions of an older building erected in 1891 at a cost of \$14,000. Exterior design is of Georgian Colonial. The auditorium has a seating capacity of 550. The building also provides four laboratories, nine classrooms, and eight offices. A spacious lounge is accessible through the two main entrances. Another feature is the Rogers Memorial

Chapel, a separate unit with a seating capacity of 100 erected on the south side of the main building. A two-manual pipe organ is being installed in the chapel. "We have rejected the familiar institutional pattern," the description runs, "and have sought to personalize the interior of the entire building in terms of that distinctiveness which should characterize a college for women, even as we have tried to keep the exterior of the building in harmony with our traditional campus architecture."

...

Campbell College Dedicates Gymnasium. The fifteenth building on the spacious campus of Campbell College, Buie's Creek, North Carolina, was dedicated with suitable ceremonies on May 2. This building, erected in honor of Harry C. Carter, former president of the Board of Trustees, is attractively designed and fully adequate for a modern program of health and physical education. It contains two large classrooms for audio-visual education. The seating capacity ranges from 1,500 to 2,000 when used for an auditorium or for spectators for games. Campbell

College, which had a net enrollment last year of 591 students, is sponsored by the North Carolina Baptist State Convention and is one of the four junior colleges sponsored in that state by the Baptists. The college is fully accredited by the Southern Association of Colleges and Secondary Schools.

. . .

Dr Elmer C. Sandmeyer Honored. On May 5, the Santa Monica City College Patrons Association, Santa Monica, California, gave a testimonial dinner in honor of Dr. Elmer C. Sandmeyer on the occasion of his retirement as president of the college, a position he had held since 1945. Before that time he had been director of the junior college since 1939. In 1945 the junior college, the technical school, and the adult center were organized into the Santa Monica City College. Sandmeyer is a graduate of Iowa Wesleyan College, and holds the M.A. and Ph.D. degrees from the University of Illinois, with majors in history. In Santa Monica Dr. Sandmeyer has been very active in community affairs as director of the Y.M.C.A., director of the Red Cross Chapter, director of the War Chest, director of the Ocean Park and Santa Monica Chamber of Commerce, and trustee of the Santa Monica Methodist Church. He has the distinction of having assisted in the establishment of three of California's junior colleges. Dr. Sandmeyer recently expressed his interest in continuing his services to education as a teacher of history and social sciences.

Washington State Teachers. Discussions have been held several times in recent years by the Washington State junior college teachers in respect to the organization of an association. A special conference was called for this purpose last spring in Seattle. Further steps will be taken at the fall meeting in October at Wenatchee Junior College, Wenatchee, Washington. Teachers believe that the State Association of Junior Colleges, like the American Association, is organized on an institutional basis for representation; that classroom teachers have many areas of unique interests somewhat different from the other interests of administrators; that no other professional association open to classroom teachers provides an effective forum for deliberating on matters of common concern. At the meeting of the Washington State Association last fall at Vancouver, the teachers indicated keen interest both in the proposed state association and in its further affiliation with the American Association of Junior Colleges. The Texas Junior College Teachers Association has been a going concern for the past few years. In several states, meetings are held jointly between staff members and the faculties of the junior colleges.

. . .

Reinhardt College Expects Increased Enrollment. At mid-summer, Reinhardt College, Walesga, Georgia, announced that student reservations were far ahead of previous years and that a very significant increase in enroll-

ments is expected for this September. President Burgess also announced that many improvements in the campus and facilities of the college are being made during the summer and that the plant will be in the best shape ever for the fall opening. The college offers a strong program in arts and sciences, business, education, fine arts, and religion. Reinhardt is one of the five junior colleges in Georgia affiliated with the Methodist Church of the state. The new administration building, with library, colonial chapel, and classrooms, is a beautiful and imposing structure, central point of attention as one approaches the campus. The college operates a four-year program, grades 11 through 14, and is a source of great assistance to the youth of North Georgia, especially those from rural areas and small towns where high schools are inadequate to meet the varied needs of students.

...

St. Petersburg Junior College. The annual report of President Michael Bennett to his board of trustees provides an interesting background and reasons for the development of that institution. The report draws on national statistics revealing the growth of education at all levels, to provide a framework for the setting of St. Petersburg's development. The future needs and probable growth of the institution are well supported by factual information and the results of surveys in other similar sections of the nation. Evidence is well documented, and the recommenda-

tions and conclusions appear to be founded on sound evidence and reasoning. Based on national figures and the past record of growth at St. Petersburg, it is predicted that at least 1,000 full-time day students will be enrolled within the next few years. Such an enrollment will demand additional floor space of 105,000 square feet at a cost in excess of \$1,000,000. President Bennett is leaving no stone unturned to bring to the attention of the trustees and citizens of Pinellas County the wisdom and prudence of planning ahead to meet the forthcoming needs of the college for the community. Since 1930, for example, the enrollment in grades 7-12 in the state has more than doubled. The projection of these figures for the future clearly indicates that greater provisions must be made for corresponding numbers who will be seeking higher educational opportunities in Florida. The report contains a number of revealing charts and graphs with respect to the nation and state and their significance for the local situation. It is a statesmanlike approach to a local problem and significant in its forecasts for St. Petersburg.

...

Bradford Junior College. A course of study in world geography has been offered at Bradford Junior College, Bradford, Massachusetts, this September for the first time. It is being taught jointly by the physical and social science departments. Its main purpose is to help students to a better understanding of world problems through an

integrated study of places, people, natural resources, and products. A study of junior college catalogs reveals the fact that geography is one of the most neglected fields of instruction. Bradford's plan to integrate knowledge of geography with history and the social sciences is a forward step with respect to the science of geography and its definite relation to human culture. Los Angeles City College is offering a course somewhat similar to Bradford's, entitled *Modern World Geography*. It deals with the fundamental physical, economic, and cultural elements of geography and their integration on a world-wide regional basis. In the second semester, the course deals with regional studies of political phenomena throughout the world, with emphasis on current domestic and international affairs.

...

Music Festival. The Southern California Junior College Music Association held its annual festival at East Los Angeles Junior College on Saturday, May 9. The festival chorus, directed by Roger Wagner, consisted of 600 voices. The festival symphony, directed by James Guthrie, was composed of sixty instruments. On May 15, the area invitational band concert, in which musicians from eight high schools joined with the college band for the concert, was given at the college. Programs for the festival and band concert show that only the very best of musical numbers from such well-known composers as

Bach, Mendelssohn, Verdi, Beethoven, etc. were rendered.

...

Bacone College Indian Dancers. Students representing eight different tribes of American Indians constitute a group of eighteen dancers at Bacone College, Bacone, Oklahoma. Bacone, the only junior college in the United States for Indians, is sponsored by the Baptist denomination. Dances are authentic as to design, movement, and costumes. The students, under the direction of Richard West, performed at several great occasions during the past year, including the Little Rose Bowl Festival at Pasadena, California, and the National Music Festival at St. Louis, Missouri.

...

Health and Physical Education for Women. "Your Community College Reports," four-page printed, highly illustrated, two-color monthly publication of Compton College, Compton, California, devotes the May issue to health and physical education for women. "In California where life-expectancy is longer and outdoor life is a year round certainty," so runs the first sentence, "tremendous stress has been put on helping people to live in this earthly paradise." The publication has pictures of the physical education staff for women with no less than nine instructors, each a specialist in her own field. Tennis, archery, drill teams, badminton, swimming, courses for physical education majors, various team sports, and the dance are just a few of

the activities of this far-reaching program. On May 28 and 29, the modern dance festival was presented in the Scott Thompson Auditorium. Stated purposes are to encourage each student to develop recreative hobbies for life enjoyment, to be participants rather than mere spectators, to develop bodily poise, correct posture, organic vigor, with strength and endurance.

. . .

Evaluating Agricultural Courses. "Criteria for Evaluating Agriculture in Community Colleges," by Lloyd Clyburn, 1953, School of Vocational Education, Louisiana State University, Baton Rouge, is a must for every junior college interested in this field of education. Junior colleges now located in areas where agriculture is an important occupation and which have not provided instruction in this field will find the "Criteria" valuable for instituting good programs. Increasing interest is being shown in this curriculum, both for students who wish a more immediately practical program and those who will continue formal studies. Casper Junior College, Casper, Wyoming, began its program last year with encouraging results. It is designed for the more definitely applied knowledges and skills and for those who will enter the advanced courses at the university.

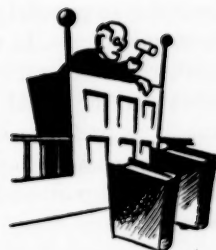
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Nursing Education. "Books on Careers in Nursing" is an annotated book list

of selected readings about nursing as a profession. It is published by Committee on Careers in Nursing, National League of Nursing, 2 Park Avenue, New York 16, New York. "Practical Nursing Curriculum" is a 134-page and index publication, Division of Vocational Education, U.S. Office of Education, Washington 25, D.C., price \$0.65, obtainable at the U.S. Government Printing Office. Junior colleges are showing greatly increased interest in nursing education. Practical nursing appears to be a natural curriculum for great numbers of these schools. The two-year arts and sciences programs for the pre-nursing curriculum, leading to the R.N. and the bachelor's degree, are popular. The three-year program as a cooperative enterprise between the junior college and the hospital is growing with great rapidity. The two-year experimental program designed to discover if an R.N. can be educated in this length of time is creating national interest. The two experimental programs carried on during the past year at Orange County Community College in New York and Fairleigh Dickinson College in New Jersey will be extended to some additional colleges this fall. The outcome of this experimental venture is awaited with great expectations. It is believed that in some respects it could revolutionize nursing education programs.

Recent Writings . . .

JUDGING THE NEW BOOKS



WILLIAM W. BIDDLE. *The Cultivation of Community Leaders*. New York: Harper & Brothers, 1953. Pp. 203. \$3.00.

IN *The Cultivation of Community Leaders*, Dr. Biddle presents a blueprint for the democratization of social research, whereby leaders for democracy can be educated.

Several types of leaders are described and evaluated: the celebrity, the expert, the father-substitute, the "natural" leader, the manipulator, the community organizer, the community educator, and the participant-leader. Dr. Biddle emphasizes the point that in training for leadership which is most effective in a democracy, we must divide the leadership function into various skills such as:

Conducting a meeting so as to give free voice to all while making real progress.

Selecting for assignments people who will get jobs done and help the individual to grow.

Keeping useful records.

Promoting interest by public speaking, telephone calls, or "talking up ideas" in the neighborhood.

Obtaining donations of equipment, money, property, or services.

Indulging in physical work, first as participant, then as supervisor of a crew.

Collecting data for a report upon which plans will be based.

Then we would seek to perfect people in one skill at a time. As a result, general leadership ability can be developed in people who have been thought of as followers, thus directly benefiting not only local communities but possibly the wider world community as well.

In developing leaders, emphasis should be placed on processes and techniques found actually to be workable in specific local situations. To prepare to engage wisely in such situations and to evaluate adequately the experiences thus engaged in, seminars in community problems should be set up as part of a Program of Community Dynamics. The fact that this was done at Earlham College, a small school situated in a city of approximately 40,000 inhabitants in the Midwest, points up the fact that programs designed to cultivate community leaders can very effectively be developed in the small community college.

The Program of Community Dynamics at Earlham College was inaug-

urated as an essential part of the liberal arts curriculums. In the words of the author, "It was not conceived as field work for the social sciences or primarily as professional training for future community leaders (but rather) as an interdepartmental function using services from every academic discipline represented in the college and stimulating each to make its skills more available to citizen need."

The program had many objectives: the revision of the college curriculum to the end that college students could come to grips with "real problems of real people," the development of better communities through the encouragement of an abler, more self-reliant citizenry and research.

Many difficulties were encountered. Subject matter minded professors found it hard to adjust to the new approach, for the subject matter of the seminars varied with the needs of local communities. Students, accustomed to textbook teaching with set assignments and examinations, found themselves having to take the responsibility for their own learning. Communities, prejudiced against ivory-tower teachers with a theoretical approach to life, and immature students not yet dry behind the ears, had to be wooed so that field laboratories could be provided.

The new venture proved successful, however. Faculty members who were at first jealous at the publicity obtained or money spent on such unorthodox practices later became enthusiastic

supporters who cooperated fully in the program. The supporting constituency, such as college alumni, parents, and participating communities expressed themselves as being favorably disposed toward the program. The reaction of the majority of students was gratifying. They began to enjoy learning to do by doing and the discipline of collective thought and group decision, even though they made many mistakes and often had to engage in hard physical labor.

The role the college played in the initiation, development, and encouragement of community projects at first was one of directing teacher or resource visitor who was called in to help with a particular community problem. Later, as confidence began to be developed among members of the community group organized to solve specific problems, a chairman was chosen from the membership of the group, while the college representatives remained in the background, ready to serve in gathering data or in salvaging a dying cause. Sometimes projects had to be postponed because of a lack of readiness on the part of particular members of a community to proceed.

College students participated in such activities as town cleanups and the planning and building of recreation centers. With the help of college instructors, they were called upon to organize information for community committees on matters such as:

An outline of youth development and needs for a program of parent education.

Listings of help in the field of recreation.

Historical maps of a town's development.

Land-use data, collected and coded according to the best practice of experienced city planners.

Preparation of questionnaires and interview schedules for surveys.

Advice on how to handle a program of public relations.

Information on sewage disposal.

Experiences of businesses with the employment and upgrading of disadvantaged minorities.

Help in organizing and conducting community surveys.

Before going into a community, students were encouraged to gather data about and to study the background of the people who might be involved. After each community experience, they were required to evaluate what had happened.

Specific, detailed information regarding mistakes to be avoided was given to them to be used in organizing, handling, and participating in group discussions.

The following devices were used as research instruments:

1. The Face Sheet containing basic information about the community.
2. A Practical History of the Community containing such items as founding, various groups which migrated to the section, important personalities of the past, and previous attempts at organization for general improvement.
3. The Running Narrative of all contacts with the community, beginning with the first tentative inquiry about coming in to help and including all con-

versations, telephone calls, meetings, and work periods.

4. An Interpretation of the Narrative with an evaluation of what has been done.

The following types of communities were assisted:

Pre-communities of isolated farmers still using hand tools in so-called underdeveloped areas.

Post-communities of the machine age which have lost their reason for being.

Crossroads settlements and rural villages.

Rural regions, townships, or counties.
Small cities.

After assisting these communities, those associated with the Program for Community Dynamics came to the following conclusions:

The best place to study man is in his native habitat, the community where he lives.

Basic human processes are best observed in small community centers. These processes can perhaps then be applied to more complex social settings in larger agglomerations of men.

Permanent social changes come as a result of a process so slow as to be almost imperceptible at the time. Sudden, dramatic events are not to be regarded as evidence of real change unless they are episodes in the slower, less spectacular process.

There are certain fundamental human reactions almost universal in all men despite great differences in culture, language, and tradition. It is not clear yet which reactions are universal and which dependent upon local tradition.

Even within a relatively homogeneous region, there are wide differences in community maturity or in community

atmosphere. Maturity and atmosphere as used here are difficult to define, but they are very real to those who have attempted to work with more than one community.

The experience of cooperation begun with some simple and relatively uncontroversial project will often lead on spontaneously to larger and more inclusive endeavors; the limits are as yet unknown.

Ordinary people, as a result of working together, will evolve solutions to their own problems, often superior to those proposed by experts.

Leadership is not necessarily found only in a favored few with "natural" ability. It can be discovered and trained in numerous people, many of whom are, at the beginning, seemingly unpromising.

Most people have undeveloped capacities for cooperation and intelligent good will which even they themselves do not suspect. By use of proper methods, these can be released and harnessed to further the common good.

The process of talking, working, and talking together, if pursued with patience and skill, will resolve apparently

irreconcilable conflicts and allow unpredictable, constructive achievements to take place.

The community educator obtains maximum results, not by telling people what to believe or how to act, but by encouraging conditions which allow them to work things out for themselves.

Mr. Biddle's main thesis in *The Cultivation of Community Leaders* is that there must be a change in the kind of leaders to be cultivated, that if democracy, where there is freedom to disagree, is to be saved, we should seek to develop less of the "great debators of yesteryear" and "more of the humbler folk who can work together," and that the small community college can best develop this kind of leadership because of its ability more adequately to interpret, evaluate, and meet the needs of the people.

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San Angelo, Texas

Selected References

MARVIN L. BAKER



FRANCIS H. HORN "Current Problems in Higher Education: Some Implications for Public Relations," *College Public Relations Quarterly*: 4: 3-9, April, 1953.

THE CURRENT problems of higher education are divided into three categories: objectives, finances, and attacks upon the traditional freedom of higher education. What America needs today then, is a schooling better aware of its aims and objectives. Our colleges need to see clearly what it is they are trying to accomplish.

Included in the discussion are the following financial difficulties: inflation, the expansion of educational services, fluctuating student enrollments, needs for enlarged and modernized capital plant, and uncertain sources of income.

There is a disturbed and dangerous trend today toward questioning the traditional freedom of the colleges and universities and the loyalty and integrity of those who staff them.

The task of public relations is a difficult one. A public relations program must be more than just a good publicity program. It would require top-notch personnel to carry out the important and exacting responsibilities discussed. The public relations director must be a good publicity and promotion man. But he must be more. If he is to be an effective interpreter of his college education both within the institution and to the public outside, he must be thoroughly informed about both. He must know all the functions of the school from objectives to finance.

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